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ABSTRACT

The assessment model used to examine the human behavior outcome goal had three components: purpose, principles, and process. The purpose was to improve programs and respond to external agencies. Six principles provided a framework and addressed three general criteria: effectiveness, efficiency, and accuracy. The process contained four components: (1) assess learning model; (2) assess program design; (3) assess program implementation; (4) assess goal achievement. The initial cycle of this iterative process took two years to complete. The overall model of this evaluation with an emphasis on the process of the evaluation is presented. The mission and educational goal of the Military Academy are cited, and the process by which the academic program outcome goals are derived is explained. Process, content, and outcomes of cadet experiences, courses, sequencing of courses, implementation of programs including academic and nonacademic programs are assessed; findings and program design are discussed. Models are presented that locate the learning goal in courses taught in each class year. Assessment worksheets, measures, and detailed findings are appended. (EMK)

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ED 424 514

ASSESSMENT OF THE UNITED STATES MILITARY ACADEMY'S ACADEMIC PROGRAM OUTCOME GOAL: UNDERSTAND HUMAN BEHAVIOR

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Assessment of the United States Military Academy's
Academic Program Outcome Goal:
Understand Human Behavior

In June 1995, the Dean at the United States Military Academy established several committees to assess the Academy's various Academic Program Outcome Goals. I chaired the Committee to Assess the Academy's Human Behavior Outcome Goal. The assessment model used had three components: purpose, principles, and process. The purpose was to improve programs and respond to external agencies. The principles provided a framework and addressed three general criteria: effectiveness, efficiency, and accuracy. The process contained four components: assess learning model, assess program design, assess program implementation, and assess goal achievement. The initial cycle of this iterative process took two years to complete. What I plan to talk about is more the overall model, with an emphasis on the process portion of it, rather than the findings. We can discuss the findings if there is time and any interest but I'm not sure the findings are of any real interest.

Let me start with a very brief overview of the United States Military Academy's mission, curriculum, and goals. The mission of the United States Military Academy is:

> To educate, train, and inspire the Corps of Cadets so that each graduate is a commissioned leader of character committed to Duty, Honor, Country; a career as an officer in the United States Army; and a lifetime of selfless service to the Nation.

The general educational goal is:

> To enable USMA graduates to anticipate and respond effectively to the uncertainties of a changing technological, social, political, and economic world.

From this goal, the Military Academy has derived nine Academic Program Outcome Goals that address specific Army needs and reflect the attributes that the Academy seeks to develop in its graduates. These are as follows.

Graduates:

Think and act creatively.

Understand and apply the mathematical, physical, and computer sciences to reason scientifically, solve quantitative problems, and use technology.

Use the engineering thought process by which mathematical and scientific facts and principles are applied to serve the needs of society.

Draw upon an appreciation of culture to understand in a global context human behavior, achievement, and ideas.

Understand patterns of human behavior, particularly how individuals, organizations, and societies pursue social, political, and economic goals.

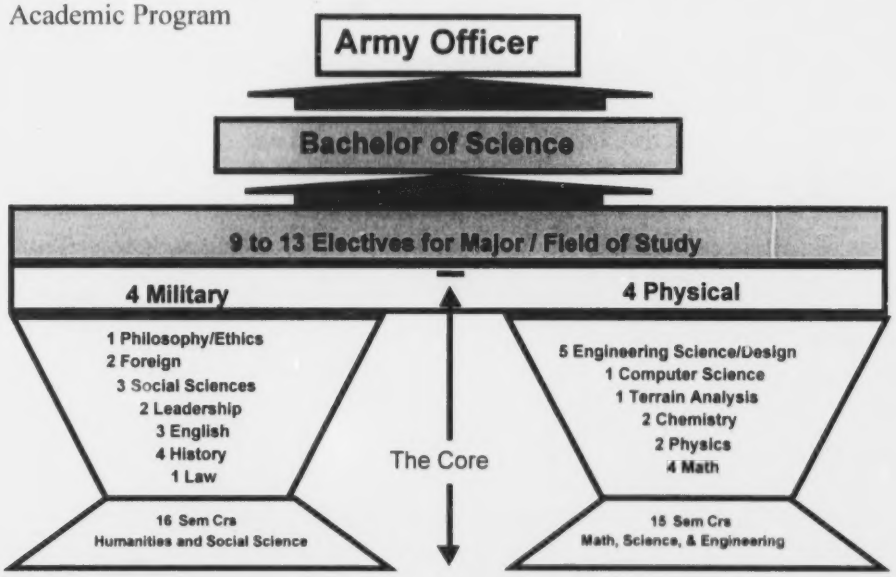
Communicate, especially in writing, in precise language, correct sentences, and concise, coherent paragraphs—each communication evincing clear, critical thinking.

Recognize moral issues and apply ethical considerations in decision making.

Demonstrate the capability for and willingness to pursue progressive and continued educational development.

Not surprisingly, the academic curriculum is designed with the achievement of these goals in mind. The curriculum has two principal structural features.[1] The first is a broad set of core courses, which provide a base of knowledge essential for all Army leaders. The core curriculum, when combined with physical education and military science, constitutes the Military Academy's "professional major." The second feature offers the cadets an opportunity to specialize in a particular discipline of their choice through the selection of a field of study or an optional major. Actually, cadets are not required to have an academic major. And although most, about 80% choose to, it means they must take up to 3 additional courses depending on the major they select. Those who

Figure 1. Academic Program



[1] Much of the description of the assessment process comes directly from either Educating Army Leaders for the 21st Century (1998), pg. 11, published by the Office of the Dean, USMA, West Point, NY 10996.

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don't major take what is called a Field of Study (FOS). The Major or FOS provides the study in depth component to the curriculum. A schematic of the curriculum is shown in Figure 1. The assessment involves just the core courses.

Purpose

I have already mentioned that our assessment model has three components: **purpose**, **principles**, and **process**. Let's start with the purpose. The *purpose* of terms of academic assessment at the United States Military Academy is to evaluate programs in their stated goals aimed at cadets learning and development--**program improvement** has primacy! The assessment system must also yield useful information to measure academic outcomes and **to respond to inquiries from external agencies** such as the Department of Defense, the United States Congress, and the Middle States Association of Colleges and Schools.[2]

Principles

As initially stated, six principles guide the design of West Point's assessment system. The first two principles emphasize *effectiveness*. Our assessment initiatives are **goal-based** and **responsive to decision-makers**. That is, our assessment is oriented on our stated goals. Moreover, the data generated should be helpful to institutional decision-makers. The process used and data gathered must be integrated into other academic functions such as curriculum design and faculty development.

The second set of principles relates to the system's *efficiency* both in terms of its initial implementation and steady-state operation. That is, to the greatest extent possible, we wanted to **maximize the use of existing indicators** and **minimize disruptions** to existing functions and structures. We avoided wholesale importing of assessment instruments, procedures, or new organizational structures, opting instead for integrating assessment into our current way of doing business. (I should note that the success of this portion of the model is relative. Although we did use many existing indicators we also designed lengthy survey instruments to gather the data and a small but high-level bureaucracy was created to include a Vice Dean for Education and several Associate and Assistant Deans to spearhead the assessment effort.)

The final two principles had to do with acquiring *valid and reliable measurements*. To accomplish this required using **multiple measures** at **multiple points in time**. These measures reflected both direct and indirect indicators.

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[2] Much of the description of the assessment process comes directly from either *Educating Army Leaders for the 21st Century*, pg. 13, dated 1998 or the Final Report of the Academic Assessment Committee 1991-1994, pg. 13-20, dated June 1, 1994. The Officer of the Dean, USMA, West Point, NY 10996 published both.

Process

Academic assessment at West Point has four distinct processes that, taken together, integrate curriculum, instruction, and cadet achievement into a conceptual framework that is consistent with the Academy's program goals. These four *processes* call for the assessment of: the **learning model**, **program design**, **program implementation**, and cadet **goal achievement**.

Assess the Learning Model

The first assessment process relates to curriculum design. Curriculum design begins with the articulation of a learning model for each academic program goal. Simply stated, a learning model is a theory about how students learn and develop with respect to a particular educational outcome. Explicitly asserted in a learning model are statements about the *structure*, *process* and *content* of the curriculum that will lead to achievement of the goal. Each academic program goal has an associated learning model. Remember, our particular task was to assess the Understanding Human Behavior Academic Program Outcome Goal. And if you recall that states that:

> Graduates understand patterns of human behavior, particularly how individuals, organizations, and societies pursue social, political and economic goals.

A very quick analysis of this reveals that we are talking about three levels of analysis (individual, organizational, and societal) and three types of goals (social, political, and economic). We needed to keep this in mind as we tried to assess cadets' achievement of this goal. An examination of the Academy's stated curriculum led the committee to propose the following learning model.

The Structure of Cadet Experiences

The *structure* of learning experiences represents the domain of student inquiry. The domain serves as a framework to delineate the areas of study, units of analysis, and ties to other curricular goals necessary to promote the desired learning and development. For this particular academic program outcome goal, we determined that:

1. Cadets move through a progression of experiences that develop their ability to examine behavior at different levels of analysis -- individual, organizational, societal, and global -- aimed at different goals -- social, political, and economic.

2. Cadets' experiences emphasize purposive behavior in terms of both the processes of learning and of the content of different disciplinary perspectives.

3. Within the constraints of a four-year curriculum, cadets' experiences sample from the array of possible levels of analysis, goals, learning processes, and disciplinary perspectives.

The Process of Cadet Experiences

The *process* of the learning experiences refers to the activities in which the students engage to achieve the goal. Generally, these activities are organized in a sequential pattern to document the progression of learning from the introduction to the material to goal achievement. Again, for the understanding human behavior outcome goal we inferred that:

1. Although cadets' experiences generally build from an understanding of individual to organizational to societal behavior, cadets have a number of parallel experiences that require them to deal simultaneously with different levels of analysis and different goals.

2. As cadets deal with different levels of analysis and different goals, they come to understand the complexity of human behavior and the interrelationships across levels and goals.

3. Cadets learn and evaluate leading theories of behavior and develop a critical appreciation for the insights and limitations of various theoretical perspectives.

4. Cadets integrate theory and practice, moving from an initial emphasis on theory to greater emphasis on practical application.

5. Cadets' study provides insights into effective performance in other areas of the *West Point experience*, including physical development and cadet leadership positions. Similarly, these practical experiences enlighten their study of human behavior.

6. As cadets progress, cadets move from narrow disciplinary perspectives to a more sophisticated ability to view events from a variety of disciplinary perspectives.

7. Cadets simultaneously develop tools of analysis within each discipline, and an understanding of the strengths and weaknesses of those tools for exploring various behavioral patterns, and an appreciation for interdisciplinary perspective in studying social, economic, and political change.

8. Cadets become increasingly more sophisticated and precise in presenting their analyses of human behavior in discussion, in formal presentations, in essays, and in research papers.

The Content of Cadet Experiences

The content of learning experiences corresponds to the substance of activities in which students engage. Substance refers to the specific types of information to which

cadets are exposed that is consistent with both the structure and process of learning. In this regard, we observed that in coming to an understanding of human behavior:

1. A wide variety of disciplines enhance the understanding of human behavior, so cadets sample from those disciplines that provide the greatest insights into purposive behavior. Likewise, there are many relevant material applications, but constraints on time result in cadets sampling from the situational contexts most relevant to their professional development.

2. In order to make as much progress as possible in the limited time available, cadets proceed through a directed series of disciplinary experiences, each one building on earlier required study.

3. These concurrent, selected sequences must balance an understanding of both substance (the breadth of human experience) and theory (frameworks for explaining that experience).

4. Study in history, literature, and geography provides a foundation in the scope of human behavior.

6. Study in the physiological, psychological, sociological, philosophical, economic, political, and legal branches of learning provides alternative perspectives on human behavior.

7. Sequenced study in various disciplines permits a logical set of prerequisites for dealing with more complicated phenomena within interdisciplinary frameworks.

8. Study in the above disciplines (see #6) leads to an examination of major public policy issues; particularly those involved with the military profession. Those issues include the appropriate role of the military in American society, effective leadership in an Army of a democratic nation, and the causes and conduct of war.

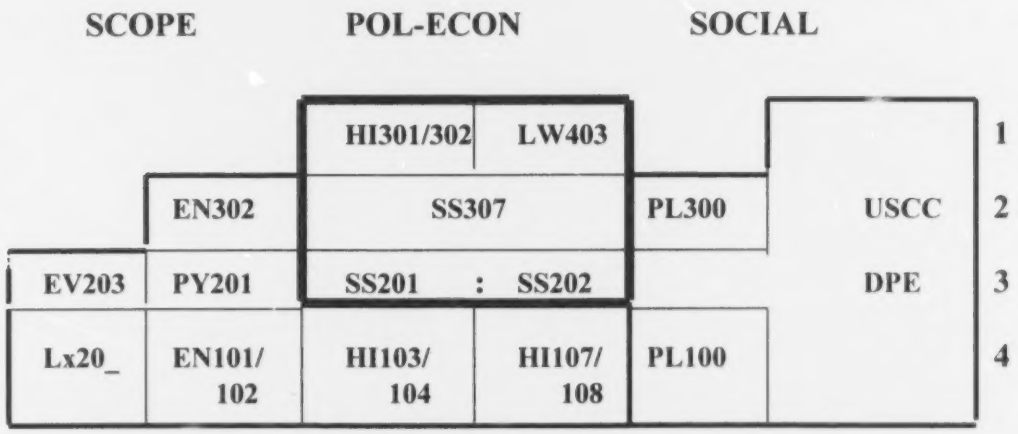
9. Key sequences of study include these progressions: from history to economics and American politics to international relations, military history, and law; and from psychology to military leadership, while integrating experiences in the military and physical programs. Those progressions clearly overlap, but the strongest interconnections are within each sequence.

Assess Program Design

Theoretically, articulation of a learning model precedes and provides a basis for program design. The Committee, however, reviewed the structure of the existing core curriculum from the perspective of the learning model and identified three relevant clusters of courses: Scope Courses, Political-Economic Sequence, and Social Sequence.

These groupings are distinguished primarily by the content of cadet experiences. Figure 2 depicts those three clusters.

Figure 2. The Learning Model's *Conceptual* Depiction of the USMA Core Curriculum for Understanding Human Behavior



The *Scope* cluster includes World and American History, Foreign Language, Literature, Philosophy, and Terrain Analysis. These courses provide various perspectives on the scope of human behavior that enrich study in the two sequences.

Sequences consist of courses that appear to build on one another and which are directed toward accomplishing specific goals. The "Social" sequence deals with interrelationships from the perspective of leadership. It includes the psychology and military leadership courses taught by the Department of Behavioral Sciences and Leadership. The Committee felt those courses also drew on, and contributed to, cadet experiences in physical education, leadership positions within the Corps of Cadets, Military Intersession, and summer military training. Data were collected from these sources as well.

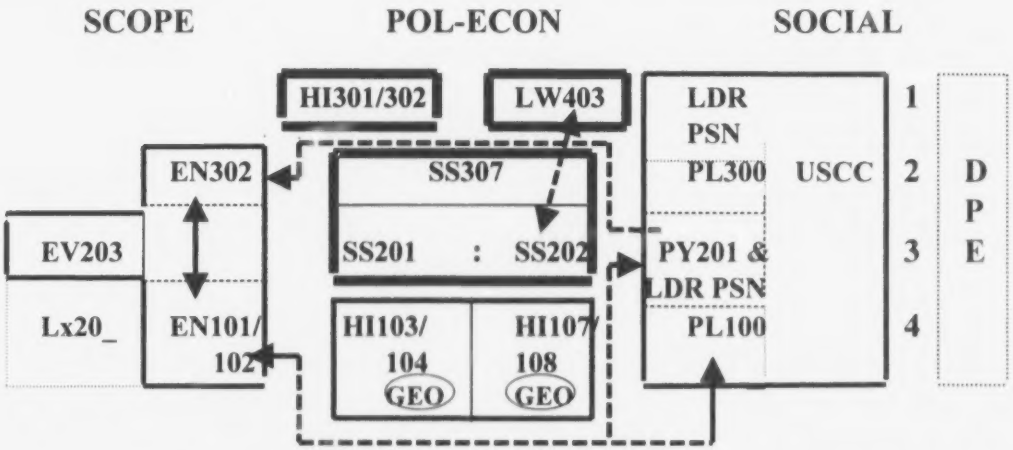
The "Political-Economic" sequence deals with behavior aimed at political and economic goals. It is comprised of the economics, American politics, and international relations core courses taught by the Department of Social Sciences, the two Military History courses taught by the Department of History, and the Constitutional and Military Law course taught by the Department of Law.

The Committee decided to assess the design of the academic program from the perspective of these course clusters. Data were gathered from numerous sources. We examined course syllabi, examinations, students' papers and projects, end-of-course evaluations by students, and end-of-course reports by instructors. We also found it necessary to design various survey instruments (see Annexes A-C) to be completed by Course Directors. These surveys were followed by interviews.

Descriptive material about core courses related to understanding human behavior indicated that the core curriculum appeared much as the human behavior learning model predicted in some areas, but did not follow the learning model in other places. Specifically, our assessment concluded there is a significant amount of agreement between the model and actual core course designs with respect to both the *structure* and *process* of cadet experiences. However, there are fewer similarities than the model would expect between it and actual course designs in terms of the *content* of cadet experiences.

Figure 3, below, represents (in graphic form) the Committee's interpretation of how the learning model operates in practice, after assessing the program design of core courses relevant to the academy goal of understanding of human behavior. As already stated, core courses generally fit into one of the three model groupings or sequences -- Scope, Political-Economic, and Social. Gaps appearing within and between these three sequences in the model reflect the *absence* of close ties (between courses themselves and/or groupings) that the learning model envisions conceptually. Thick dashed lines highlight specific ties between core courses identified during the assessment of course designs, even if the affected courses are not contiguous in the diagram. On the other hand, the thin dashed lines illustrate areas of uncertainty, where the Committee lacked sufficient information to draw a conclusion about the existence (or extent) of a relationship between courses or groupings in that portion of the learning model. A more detailed summary of the finding, using the three elements of the learning model, follows.

Figure 3. The Learning Model's Depiction of the USMA Core Curriculum for Understanding Human Behavior in *Practice* (after Course Design Assessment)



The Structure of Cadet Experiences

Collectively, the core courses surveyed addressed all levels of analysis and all the goals of purposive human behavior identified in the learning model. It is accurate to say

that cadets progress through a number of experiences that are designed to develop their ability to examine human behavior. The number of disciplinary perspectives cadets incorporate in their study of behavior increases over time, as does their exposure to different learning processes.

The Process of Cadet Experiences

As the learning model anticipates, cadets build from a very general disciplinary perspective, toward the mastery of general theory, and on to a greater variety of theoretical frameworks. Within many courses, cadet experiences normally advance the understanding of behavior progressively, moving through different levels of analysis, and culminating in the simultaneous consideration of multiple levels of analysis. As cadets acquire an expanded interdisciplinary perspective, along with additional analytical frameworks from which they can draw, they are encouraged to apply their critical reasoning abilities while discovering both the explanatory power and limits of theory. A potential consequence of this progression is a greater awareness of the need for, and benefits of, intellectual pluralism. The curriculum routinely offers cadets the opportunity to participate in various application exercises (often part of a course's final block of instruction) that fully integrate the theory they learn with its practical employment. The end product should be greater competence in cadet analyses of human behavior.

The Content of Cadet Experiences

Taken collectively, core courses that contribute to the understanding of human behavior incorporate a variety of policy issues and use situational contexts in the classroom that are highly relevant to a cadet's professional development. Cadets examine those issues and situations using an increasing number of disciplines and multiple frameworks for analysis. In addition, most courses reveal a consistent balance in their presentation of substance and theory.

However, the majority of inconsistencies between the learning model and Committee observations about course design occurred in the content of cadet experiences. The principal finding is that there appears to be far fewer specific, *explicit linkages* between and among core courses in practice than the learning model suggests. We did identify some weaker links in places where the model predicted explicit linkages. Moreover, courses following later in a directed sequence may only treat disciplinary perspectives from other courses in a general manner, rather than proceeding from a concrete benchmark of cadet concept mastery in other disciplinary fields. Although it is reasonable to expect that the number of explicit linkages among courses will decline as cadets progress further into their chosen academic majors, it is also true that our assessment of course design revealed the near complete absence of *any* specific, explicit linkages (excluding the ties between the core behavioral science courses and leadership opportunities in the corps of cadets) beyond a cadet's Second Class year. Figure3 clearly depicts this deterioration in the number of explicit linkages with respect to movement through the curriculum.

Scope Courses. Courses in this group tend to exhibit stronger linkages to other Scope courses, rather than to courses in either the Social or Political-Economic sequences. Connections among several Scope courses, and with other sequences, appeared accidental in nature. Notable exceptions to this pattern are the explicit forward and backward linkages between Scope courses in English, and the philosophy core course and the Social sequence, with respect to their common emphasis on critical reasoning and writing skills. Another exception is that EV203 concentrates on the military aspects of terrain and environmental stewardship, both areas with links to USCC military development efforts. A second general observation concerning Scope courses was that, while they often provide background for the development of theoretical approaches later in the cadet curriculum, these courses do not formally present theories of human behavior. As a result, there is no balancing of theory and practice within Scope courses.

Cadets may choose either American or World History in their Fourth Class year. The distribution of cadets across those courses is heavily influenced by the Department's assessment of the soundness of the American history background of the entering plebes. The Department administers a diagnostic test supplemented by personal interviews to ensure that those going into the World history course possess an adequate grounding in American history. That grounding is strengthened by lessons in HI107-108 related to American history. Non-validating U.S. History Advanced Placement students are normally sectioned in World History, as are those with college courses in American history that do not meet the rigorous validation standards.

One consequence of the current Fourth Class year option to study either American History or World History is that the linkages between the Fourth Class history courses and the Military Art sequence are primarily conceptual rather than factual. A good example is the objective of understanding the relationship between the war and society from the perspectives of causes, conduct, and consequences. While each of the courses makes a contribution to all three aspects of the objective, the Fourth Class courses emphasize the first and the third, while the upperclass course emphasizes the second.

Except for the assumption of some general factual data about U.S. involvement in past conflicts, there are no other *explicit* links between the material covered in the two Fourth Class history sequences and subsequent material in the military history core courses or in the social sciences courses, as the learning model suggests. Subsequent courses (at least those outside the history core sequence) had difficulty identifying what specific, common historical knowledge they can assume among incoming cadets who have taken different history courses. However, a key feature of the current Fourth Class history curriculum is its approach to learning. Both the World History and American History courses place extended emphasis on examining the social, political, and economic origins and consequences of conflict. Hence, courses after Fourth Class year can assume not only some background in American History (as a result of either HI 103-104 or HI 107-108), but also a similar foundation for viewing history (in both HI 103-104 and HI107-108).

There is a *general* link between core courses in history and geography. Core history courses contain an historical geographic component (such as identification and significance terms). There is, however, no attempt to establish a more exact, minimum level of understanding in geography per se from which other core courses might proceed. Likewise, there is no evidence that subsequent core courses intentionally build on the geographical foundation established in the terrain analysis course or the core history sequence.

Core courses falling under the Department of English described stronger *implicit* and *explicit* ties to one another than did others in the Scope grouping. There also appeared to be an *implicit* horizontal linkage between the issues covered in Fourth Class year English and topics addressed in the Social sequence's psychology course. Ties within the Scope sequence but outside the English Department are more tenuous. For example, some poetry in EN102 relates to environmental topics in EV203, but the relationship is not explicit in course design.

Social Sequence. There is an unambiguous explicit link between the course designs of the general psychology cadets take during their Fourth Class year and their Second Class year leadership course. There is likewise a strong relationship between the material covered in the philosophy course and topics addressed in the military leadership course concerning professional ethical development, but the linkage is an *implicit* rather than explicit one. Our assessment suggested that the course in general psychology is closely linked to cadet experiences in positions of responsibility during their Fourth and Third Class years. Similarly, the military leadership course cadets take in their Second Class year builds on these early experiences and better prepares them for more demanding leadership challenges. Apart from these observations, other linkages within the Social sequence are largely unknown. It is likely that ties exist between core courses in the Department of Behavioral Sciences and Leadership and other activities in USCC or the Department of Physical Education (encompassing topics such as human sexuality and equal opportunity). Linkages in these areas did exist in the past, but their present status is not certain. More definitive answers will require closer coordination between the Committee, USCC, and DPE in the future.

Political-Economic Sequence. Current course designs do not result in explicit links through the entire sequence of history, social sciences, and law courses. The curriculum does indicate that to the extent the core sequence in history, social sciences and law does lead to progressively complex and integrated consideration of interdisciplinary perspectives, that complexity and integration should be most evident in the course design of SS307 and HI302. The integration in SS307 is very clear in its connection to SS201 and SS202. Furthermore, the recent General Committee decision to have all cadets take the international relations course in their Second Class year reinforces ties between it and both the American politics and economics courses. The integration in HI302 brings together several disciplinary perspectives, but its design does not build on specific theoretical work in the other core courses.

Course sequencing after Third Class year is highly ambiguous. Because SS307, HI301/302, and LW403 may be taken in any sequence, the Committee did not observe the model's predicted explicit relationships from SS307 to HI301/302 or from SS307 to LW403. According to the learning model, SS307 should *intentionally* build upon material and concepts covered in earlier history courses (to include the historical geographic component) as part of its course design. A similar, directed link should exist between some material addressed in SS307 and topics covered in LW403. These connections were not observed in the descriptive literature about the courses.

The Committee's overall conclusion, after completing the Course Design Assessment of the USMA curriculum related to purposive behavior, was that we give high marks to the surveyed core course designs on both structure and process. The only potential inconsistencies with the learning model that are of significant concern lie in the content of cadet experiences. The core curriculum could improve the continuity between sequential courses in understanding human behavior, and improve some of the directed sequences themselves. However, such changes might involve opportunity costs elsewhere among the Academy's other program goals.

Assessment of Program Implementation

We needed to know what each course contributes and where the holes were. We did this by gathering information for three areas of integration. First, we asked the question, "Do the core courses, when taken together to form the Human Behavior Learning Model, address human behavior at all levels, from individual to global, for each goal (i.e., social, political, and economic)?" This helped determine whether additional topics needed to be taught within particular courses as well as whether gaps existed between courses in the Academy program at large. The committee designed a matrix (Annex A) to provide a clear accounting of the data available to answer the above question. We added two additional categories, *group* and *global*, to the levels of analysis. We believed these additions would give a fuller picture of the cadets' academic experience. The sense was that the jump from the individual-level of analysis to the organizational-level missed important learning taking place about how small groups function that was of great relevance to junior officers. The Committee also thought that the statement of "What Graduates Who Achieve This Goal Can Do" included behavior beyond a single society. The *group* category would tap the former, the *global* category the latter.

Next, we attempted to answer, "Do the courses, when taken together to form the Human Behavior Learning Model, satisfy all objectives documented by the learning model?" Not every course needs to contribute to all of the objectives. However, this approach allowed us to view the integration of courses across objectives and to determine if the structure, process, and content of cadets' total academic experience conformed to the stated learning model. (See Annex B for the matrix used to collect this information.)

Finally, we needed to determine, "Do instructors document learning or the accomplishment of process objectives in their classes?" If yes, how is instruction/learning assessed? The aim was to identify embedded assessment indicators. This information would enable the Committee to get a better picture of both program implementation and outcomes. (Table 3 in Annex C illustrates the manner in which these data were gathered.)

The course syllabi indicated the aggregate of the core courses do, at least to some degree, cover all three goals (social, political, and economic) at all five levels of analysis (individual, group, organizational, societal, and global). The graphs on the next page represent the Learning Model goals by class year and level of analysis. The variations result from different combinations of data. Shading signifies the number of courses associated with each class and level of analysis. The greater the number of courses contributing to the particular goal in a given year, the darker the shade. The year was determined by when the majority of cadets would take the core course in question. It is not uncommon, however, for cadets to take several 300-level core courses in their First Class year. The results suggest that courses cover most objectives. Figure 4, presents the data as evidenced in the course syllabi. Figure 5, adds DPE's (Department of Physical Education) contribution to this data. Clearly, the DPE program enhances cadets' ability to achieve the human behavior outcome goal. However, the data needed to be verified with course directors and instructors to ensure that we had interpreted course syllabi correctly and to glean what we could from embedded coverage based on course implementation. Figure 6 represents the change in the data picture following this verification.

In addition, further analysis was needed to determine if the overall structure, process, and content of the core meets all aspects of the learning model objectives. To this point, our focus had been at course level, which, although important, did not provide the entire answer to such critical questions as "Do cadets move through a progression of experiences that develop their ability to examine behavior at different levels of analysis aimed at different goals?" The graphed data suggest that although all goals are taught at all levels of analysis, cadet exposure is not equal in all areas. The social goal at the individual and small group level is the most thoroughly covered, followed by analysis at the societal and global levels. There seems less academic involvement of the social goal at the organizational level. Cadets study political and economic goals about equally; the economic goal is the least evenly distributed. Cadet inquiry into this goal is clustered at the societal and global levels.

Assess Outcomes

Finally, we assessed goal achievement—or "outcomes." Keep in mind, that effective outcomes assessment requires that a learning model be in place and that a program be implemented in a manner consistent with the learning model. Without these

Figure 4. Graphical Summary of Human Behavior Learning Model Goals by Class Year and Level of Analysis
(Based on Stated Course Objectives, DPE Courses not included)

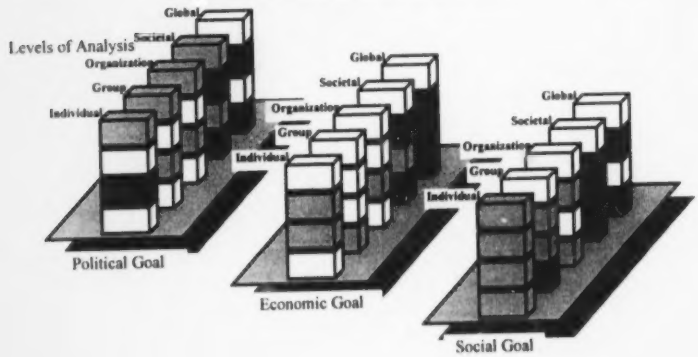


Figure 5. Graphical Summary of Human Behavior Learning Model Goals by Class Year and Level of Analysis
(Based on Stated Course Objectives, including DPE Sequence of Courses)

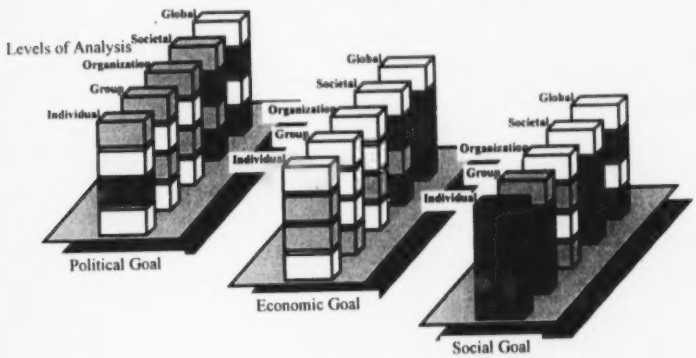
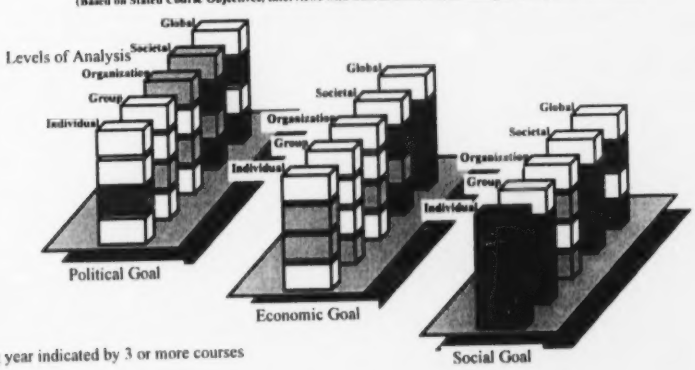
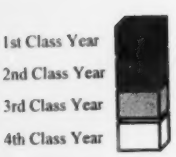


Figure 6. Graphical Summary of Human Behavior Learning Model Goals by Class Year and Level of Analysis
(Based on Stated Course Objectives, Interviews with Course Directors, Including DPE Sequence of Courses)





1st Class Year — Goal acheived during year indicated by 3 or more courses
2nd Class Year — Goal acheived during year indicated by 2 courses
3rd Class Year — Goal acheived during year indicated by 1 course
4th Class Year — Goal not acheived during year indicated

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prior conditions, interpretation of outcomes assessment data will always be in doubt because no conceptual basis would exist for making sense out of the findings.[3]

The committee drafted an *Academic Program Outcome Assessment Worksheet* (See Appendix D). It was based on a section of the Steering Committee's "Goal Paper" entitled "What Graduates Who Achieve the Goal Can Do," which provided a basis for outcomes assessment.[4] Specifically, this states:

> Graduates who achieve the goal understand various motivations behind human behavior and apply that understanding to effective leadership in a wide variety of situations. As junior officers, they draw on that understanding in leading subordinates to accomplish specific missions and broader organizational goals. As they advance through positions of increasing responsibility, they use their understanding of individual and organizational behavior to help shape organizational goals. The choices they make as leaders are informed by an understanding of the broader social, political, and economic context. They understand how decisions that affect their missions and organizations are made, and they are able to anticipate the implications for their organizations of changes in the social, political, and economic environments. They have the habit of continuing to obtain information on current trends in those areas and applying that information in their leadership responsibilities. They have an appreciation for the factors that influence the behavior of states and other international actors and an understanding of the various foreign policy instruments, including the use of force. They understand the importance and limitations of military instruments in achieving national security objectives. They understand the constitutional structure of the American political system, the subordination of the military to civilian authority in that system, and the principles through which a democratic society seeks to balance majority rule with the rights of individuals. They have a sound foundation for the assumption of progressive leadership responsibilities in helping to develop, plan, and implement national security policies.

With this description in mind, we developed a questionnaire with six areas for outcomes specifications:

- Understanding, as cadets, of the motivations behind human behavior in both theory and practice and, as graduates, in practice.

- Understanding, as cadets, of the social, political, and economic context in both theory and practice and, as graduates, in practice.

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[3] *Final Report of the Academic Assessment Committee 1991-1994.* Office of the Dean, USMA, West Point New York 10996, June 1, 1994.

[4] *Summary Report of the Human Behavior Academic Program Goal: Phase IV Outcomes Assessment*, page 9-10. Office of the Dean, USMA, West Point New York 10996, June 1, 1998.

- Continuing to obtain current information about the social, political, and economic environments both as cadets and as graduates.

- Appreciating and drawing on, as cadets and graduates, the factors that influence the behavior of nation states to include the use of force.

- Understanding, as cadets and graduates, the structure and principles of the American political system, and drawing on that understanding when making leadership decisions.

- Possessing, as cadets and graduates, a sound foundation for the assumption of progressive leadership responsibilities, and as graduates drawing on this understanding.

We focused the assessment on core courses at the end of the Social and Political-Economic sequences, with emphasis on progress in interdisciplinary analysis. The Committee was aware that it would encounter many challenges in collecting meaningful data. First of all, the outcome goal is stated in terms of what *graduates can do*. We expected that departments would have little systematic data on this. Even if they did, we faced several other realities. The outcome as presently stated, for example, describes behaviors that can be neither completely mastered nor specified. No one can fully understand human behavior. Likewise, we cannot accurately specify all the behaviors that would indicate mastery. Both mastery and specification represent infinite sets. Moreover, none of the courses involved have goals directed at specific human behaviors. Added to these, most core course sequences end in the Second Class (Junior) year.

Finally, and perhaps most important, since the *West Point Experience* is more than merely an academic one and also blends into the *Army Experience*, the less attributable any graduate outcome will be to the core courses. There will always be a degree of uncertainty as to how much the core academic program contributes to the understanding of human behavior outcome in comparison to other intervening factors. At a minimum, any outcome will result from some combination of influences. The Committee concluded that the best solution seemed to be to get multiple measures, academic and non-academic, at multiple times, both before and after graduation. Therefore, additional outcomes assessment efforts targeted the period immediately before graduation and the first five years after.

Since the outcome emphasizes what "graduates can do," it seemed wise to look beyond the core academic programs to non-academic areas of the *West Point Experience* that might shed light on achievement of this goal. The Committee also thought, in addition to asking the question what can *graduates do*, it would be beneficial to ask both what *cadets know* and *do*, since these data might be more available. This would also help illuminate the assumed progressive developmental process involved in achieving the understanding human behavior outcome. Evidence supporting a developmental

progression would, in turn, permit logical inferences about "what graduates can do," in the absence of firm data. Moreover, rather than asking for a binary response, "yes" or "no," we used a sliding scale. Respondents' answers could range from 1 to 7, indicating the degree to which cadets and graduates achieved the outcome goal. A response of "0" signified the respondent had no knowledge of the level of achievement. The Committee believed this would give a more precise outcome picture. Respondents were also asked to provide evidence to support their assertions regarding goal achievement.

Finally, we decided to develop multiple assessment instruments: one designed to assess end-of-sequence core course programs and another to be used in assessing the non-academic portions of the cadet experience. Both direct and indirect measures of the outcome were gathered and analyzed. The alternate instrument (Annex E) was used in gathering data from Tactical Officers, Platoon Trainers, and Military Science 402 (MS 402) instructors. These officers/instructors were asked to provide feedback on First Class (Senior) cadets and recent graduates. A supplemental instrument, *Understanding Human Behavior Goal Assessment End-of-Sequence Interview*, was used in assessing the sequences (Annex F).

The Course Directors for the various end-of-sequence courses first completed the *Academic Program Outcome Assessment Worksheet*. Once this was done a committee member met with the Course Director and discussed the worksheet and completed the interview. An individual committee member gathered the data from each source: one for each end-of-sequence course and one each for the Tactical Officers, MS Instructors, and Platoon Trainers. One committee member also met with the Director of Instruction and various DPE instructors. DPE used the same assessment worksheet as the Course Directors for the end-of-sequence core courses. However, since it was not geared to their program they only used it to help focus their discussion. The Office of Plans, Policy and Analysis (OPPA) and the Center for Leadership and Organizational Research (CLOR) were asked to analyze existing data. Specifically, these organizations correlated Cadet Performance Reports (CPRs) and Military Development indicators with performance in the Social Sequence courses. Summary analyses of the findings from each source were integrated into a single draft report. The results of the outcomes assessment are as follows.

Academic Program

Social Sequence: Military Leadership, PL 300

The end-of-sequence course for the Social Sequence is Military Leadership (PL 300). All evidence indicates that this course directly builds on, and systematically extends, the knowledge, skills, and capacities cadets gain from General Psychology (PL 100). Responses to the worksheet and an interview with the Course Director indicated that cadets and graduates do understand how individuals, groups, and organizations, pursue social goals and that they draw upon this knowledge in carrying out their leadership functions. Graduates were also seen as being able to do this at the societal

level. Specifically, the Course Director was very confident that both cadets and graduates understood human motivation, that they continue to obtain information on current trends in the social, political, and economic arenas, and that they understand the structure and principles of the American political system. Both cadets and graduates were seen as having a sound foundation for the assumption of progressive leadership responsibilities. There was less certainty that cadets understood the broader social, political, and economic context and even more doubt that they used this understanding in making leadership decisions. Graduates, however, were seen as having a good understanding of the context in which they operate and as making informed decisions based on this understanding. It was noted, however, that PL 300, as presently designed, emphasizes human behavior at the individual, small unit, and to a lesser degree, the organizational level. It does not address the behavior of societies or nation states.

To support his assessment, the Military Leadership Course Director used cadet performance on homework assignments, WPRs, and in-class and out-of-class discussions. Some out-of-class discussions were in formal settings such as Cadet Honor Education Teams (CHET) and Consideration of Others Education Teams (COET) classes; others were informal. Some homework and WPRs required cadets to analyze case studies or to synthesize across lessons to project how they would apply the theories they learned to their leader responsibilities in their cadet companies and as Second Lieutenants. Cadet responses had to include specific references to past leadership experiences during Cadet Team Leadership Training/Drill Cadet Leadership Training (CTLT/DCLT), team sports, or similar activities. Judgments about graduates were made by listening to in-class discussions led by recent graduates (PL 300 takes advantage of the opportunity to have recent graduates talk to their classes while they are back to give branch briefings for the Department of Military Instruction (DMI)) and also from observations of recent graduates serving in the field army.

Additional data speak more directly to PL 300's impact on cadets' achievement of the understanding human behavior outcome goal. On a survey administered to all cadets completing PL 300 (Annex G), cadets self-reported that PL 300 increased their understanding of human behavior, especially with regards to the motives behind that behavior. Cadets also asserted that they were able to apply this knowledge to being more effective leaders. In concert with the Course Director's assessment, they generally agreed that PL 300 neither helped them understand the pursuit of political or economic goals, nor informed them of the workings of human behavior above the organizational level.

Further evidence of the influence of PL 300 is shown in the results of two analyses correlating cadet grades in PL 300 with their Military Development (MD) scores and Cadet Performance Ratings (CPRs) in the following year. The Center for Leadership and Organizational Research (CLOR) compared First Class Cadet MD scores and CPRs to their performance in PL 300 (Annex H). Cadets who achieved higher grades in PL 300 also had higher MD scores and CPRs. Institutional Research and Analysis (IRA) examined only MD scores and also found a positive relationship between performance in PL 300 and MD 401 scores. Moreover, this relationship held even after controlling for

sex, race, athletic status, academic ability, and leadership grades from the prior year (MD 301 and MD 302, see Annex I).

Political-Economic Sequence

Evidence supporting cadet and graduate achievement of the understanding human behavior outcome goal from the Political-Economic Sequence is not as extensive as that available in determining the impact of the Social Sequence. Little data other than course work (WPRs and papers) and Course Directors' observations both in and out of the classroom exist. We assessed the four courses viewed to constitute the end-of-sequence courses: International Relations (SS 307), History of the Military Art (HI 301/302), and Constitutional and Military Law (LW 403).

International Relations, SS 307

Most of the information gained from SS 307 involves cadet experiences, knowledge, and skills. Relatively little data were available about graduates. The course focuses on problems at the global level of analysis and cuts across the political, economic, and social realms. This finding is consistent with the Committee's review of the course syllabus. In addition, cadets examine pursuit of political and economic goals at the societal level, political goals at the organization and individual levels, and social behavior at the group level of analysis. Two-thirds of the course covers these three dimensions (i.e., social, political, and economic) at the global level. Approximately one-third of the course looks within nation-states, particularly at organizations within economic and political institutions of the society as applied to the effects on foreign policy issues, ethnic and civic nationalism, and key individual actors (leaders or career bureaucrats) who affect foreign policy decisions.

SS 307 fits well at the end of the designated social science sequence and should be taken by cadets during their Second Class year. In reality, some First Class cadets take the course. As a result of completing the sequence, cadets tend to grasp the notion of intellectual pluralism, a central theme of SS 307. The emphasis on intellectual pluralism builds directly on cadet exposure to this in SS 202. Instructors, however, are constantly challenged by cadet reluctance to embrace theory. Cadets prefer instead to focus on application. Despite cadet reluctance, the Department of Social Sciences had maintained a balance between substance and application, and in fact, had recently reinforced presentation of theory in SS 201 and SS 202 so that these courses better serve as prerequisites to SS 307. The objective is to provide cadets multiple lenses through which to view and analyze world events, early in the social science sequence. SS 307 is intended to represent a capstone experience in this sequence.

According to SS 307's Course Director's responses to the *Academic Program Outcome Assessment Worksheet* and supplemental interview, cadets are strongest in their ability to appreciate and draw on factors that influence the behavior of states and other international actors. Evidence also exists that graduates are quite strong in this area.

Cadets have a decent working knowledge of the structure and principles of the American political system and can draw on this understanding. In addition, although cadets can demonstrate an understanding of the various motivations behind human behavior, they fail to routinely draw on this knowledge. Furthermore, cadets do not generally understand the social, political, or economic contexts in which they will lead nor do they typically draw on information from an experiential base that reflects these content areas. The Course Director also stated that cadets show little desire or ability to obtain information on current trends.

Embedded assessment indicators are routinely collected in SS 307 through WPRs, Research and Analysis papers, and discussions of various contemporary regional conflicts. Course emphasis of SS 307 is placed on the use of multiple theoretical frameworks to analyze a variety of national and international issues and events. The first exam presents the Cuban missile crises as a case study. The second examines a more contemporary scenario involving different international actors, such as Bosnia. Finally, cadets select and follow events/issues throughout the semester in a particular geographic region of their choosing. They are required to apply the theories from class to this area in their Research and Analysis papers. The requirement documents how well cadets understand and can apply the diverse frameworks, learned in the social science sequence, to analyze specific international occurrences and debates.

Cadets' knowledge of course material can be clearly demarcated by their final course grades. Cadets receiving a final grade of "A" understand all concepts and apply them to particular cases consistently over the course. They recognize the shortcomings of various theories and can recommend other theories or conceptual lenses. Cadets who receive a grade of "B" have a good working knowledge of the concepts and their application but sometimes do not apply them correctly to current events. The real difference between "A" and "B" students appears in the application of the principles to current hot spots (e.g., the R&A papers). Cadets who receive a final grade of "C" master the basics of the theories/concepts over the semester but tend to favor one over others. Application really suffers as a result and is considerably weaker than the A-B students'. Cadets who receive a final grade of either "D" or "F" show minimal effort, little or no mastery of the concepts, and are unable to apply them to any situation.

Generally, while cadets demonstrate an understanding of various motivations behind human behavior on exams and papers, the SS 307 Course Director observed they have difficulty understanding the "why" of what their supervisors are doing regarding discipline or regulations within the Corps of Cadets. This lack of insight indicates that they have not yet figured out the many nuances to motivating people to perform in a desired manner. Evidence gleaned from exams and class papers suggests that cadets appreciate factors that influence the behavior of states and other international actors, although, on occasion, their adopted outlook is a narrow one. Faculty from departments outside social sciences have indicated informally that they have been impressed with cadets' knowledge of state behavior. Also, informal data gathered from graduates

suggests that they are able to appreciate and draw on these factors from a comprehensive approach within five years of entering the field.

By contrast, class discussions indicate cadets have little working knowledge of the current debates regarding such things as changes in the military's structure and its subsequent impact on international relations. Evidence from papers and exams reveals that economics majors are considerably better able to understand the economic context on the Army. Non-majors show little or no understanding of this relationship. Cadets, as a group, are somewhat better able to relate the role of the military to foreign policy and the politics of organizational dynamics. This impression is further supported by conversations various social science faculty have had with recent graduates who acknowledge the value of their understanding of domestic and international politics when it comes to the execution of their duties in the field (e.g., Haiti, Bosnia, etc.). Unfortunately, cadets do not generally demonstrate an interest in obtaining information on current trends in their social, political, or economic environments. Exemplar of this is cadet reluctance to even read the *New York Times* without external pressure (e.g., grades, course assignments). The inference is that it is doubtful that many continue to seek knowledge or information in these areas when the external pressure no longer exists.

Military Art, HI 301/ 302

HI 301 and HI 302, not surprisingly, provide remarkably similar reports. Both Course Directors base their evidence on graded written requirements (WPRs and papers), in-class discussions, and career long observations of cadets and graduates. They disagreed on only one item, the issue of whether graduates draw upon their understanding of the economic context in which they lead to anticipate the implications of changes in that environment will have on their organization. The HI 301 Course Director was only moderately convinced that graduates took advantage of their understanding of this aspect of their environment. The HI 302 Course Director expressed a strong belief that graduates did. Both offered the same evidence: over a decade of personal observation of graduates in the field army. Both agreed that economics was the portion of the environment that cadets least understood. They did, however, rate cadet understanding of it as moderate. The Course Directors determined that cadets have a greater appreciation of the social and political nature of their environment but again, could provide no evidence that cadets used this knowledge to effect behavioral outcomes. They were in complete agreement that graduates' leadership does profit from their understanding of the social and political characteristics of the environment in which they operate.

Using written responses to WPRs as evidence, both Course Directors judged cadets as having a moderate understanding of the various motives behind human behavior. They could provide no indication that cadets drew on this understanding of human motives to accomplish specific missions or broader organizational goals. They were firmly convinced, however, that graduates did make use of their grasp of human motivation to influence the behavior of others. This differentiation between cadets' knowledge and practice was consistent throughout all areas. Similarly, graduates were

unswervingly seen as turning knowledge into more effective leadership actions. For example, the Course Directors were very confident that both cadets and graduates understood the structure and principles of the American political system, yet they saw only graduates as benefiting from this understanding. Graduates not only had a greater appreciation for the factors that influence the behavior of states and societies but were more apt to use these insights than were cadets. Cadet knowledge was ascertained from exam responses and in-class discussions in which they had to do such things as explain the concept of a "revolution" in military affairs and how it applied to the evolution of warfare. Cadets also have to analyze and evaluate the causes, conduct, and consequences of selected military operations and wars of this century.

Compared to cadets, graduates were viewed as having a much sounder foundation for the assumption of progressive leadership responsibilities in helping to develop, plan, and implement national policies. However, the Course Directors were certain that both cadets and graduates are self-directed, in that they have developed a habit of continuing to obtain information from their environment on current social, political, and economic trends. HI 301/302 were seen as fitting well into their designated sequence (Political-Economic Sequence). The Course Directors are satisfied that the evidence shows that the cumulative contribution of these two courses (plus other courses in the Political-Economic Sequence) allow cadets to grasp the complexity of human behavior and the interrelationships across levels and goals and therefore to achieve the academic program goal. Moreover, because the art, causes, and consequences of war involve the social, economic, and political behavior of states, as well as the individual motives of leaders, successful completion of this history sequence is seen as a demonstration that cadets progress from narrow disciplinary perspectives to a more sophisticated ability to view events from a variety of disciplinary perspectives. There is, however, some concern about cadet ability to put the substance of their learning into practice.

Constitutional and Military Law, LW 403

Although LW 403 occurs in the First Class year, the Course Director did not consider it a capstone experience for the Understanding Human Behavior goal as it is now written. He asserted that LW 403's primary contribution is to a single aspect of the understanding human behavior outcome goal, that is, understanding the constitutional structure of the American political system, the subordination of the military to civilian authority in that system, and the principles by which a democratic society seeks to balance majority rule with the rights of the individual. Related to this, he maintains that cadets and graduates understand the influence of the broader social, political, and economic context and that they draw on that understanding to anticipate the impact of changes in this context on their organizations.

As noted in the AY 95-96 Committee report, many implicit linkages exist between this course and earlier courses in the political and social sequences. For example, cadets review the American constitutional structure developed in SS 202 and learn about the legal restrictions we place on our military. This forms a basis for further

development of the law and the behavior of human societies. Cadets indicate their understanding of the political context and the implications of changes in that environment on their organization in their contributions to in-class discussions, through practical exercises, and in their submissions to the written requirement, the written partial reviews, and the term-end examination. Cadets directly study the Constitution and the interaction of, and limits on, the branches of the federal government and the relationships between federal, state, and local governments. In addition, their study of such topics as the War Powers Resolution, the Posse Comitatus Act, and Martial Law provide them an understanding of the military as seen through the civilian political context. Cadets also specifically study the Commerce and the Taxing and Spending clauses to understand the economic impact that laws may have on society and the motivation to enact these laws. Evidence of their mastery is similar to that just mentioned for the political context. Cadets reveal their understanding of the social context and the implications of changes in that environment mainly through in-class discussions.

The Department of Law collects data on cadet learning; however, these data tell us only that cadets understand the constitutional structure of the American government and the implications of the greater external context. Although this does indicate that cadets have insights into the behavior of societies and nation states, the data do not enable us to assess cadet understanding of human behavior across goals and levels. These are neither specifically taught nor tested. In spite of the lack of direct course input to the range of understanding human behavior, the Course Director felt confident he had information relevant to assessing cadets' and graduates' achievement of this goal, at least to a limited degree. However, he had more confidence in his ability to assess cadets than graduates.

As already mentioned, the primary focus of LW 403 is how societies pursue political goals; the pursuit of political goals at the organizational level is secondary. The course makes no real contribution to the political goals of small groups and individuals. Graded WPRs and papers provide evidence that cadets understand the workings of nation-states and that they can apply that to their present and future leadership decision making. Predominantly, the data concerning human behavior below that of an organized society are anecdotal or based on personal observations. For example, as noted above, cadets give evidence of their understanding of the motivations behind various behaviors during in-class discussions and practical exercises. While cadets are not questioned directly on this point, they must understand the multiple motivations that might cause criminals to act when applying the law to the facts presented. Furthermore, they must appreciate the values behind the law when arguing for different interpretations of statutes, especially in areas of personal freedoms and privacy.

The Course Director used similar evidence to suggest cadets draw upon their knowledge of human behavior to lead subordinates to achieve specific missions and organizational goals as well as make other leader decisions. As preparation for their role as officers in the military justice system, cadets are taught to seek out and to understand motivation for behavior, which may violate the UCMJ or other military behavioral

standards, and to address such behavior in the military justice arena. For example, when considering the type of action to use and the appropriate choice of punishments, cadets must relate the motivation for the misconduct to the punishment to ensure the rationale for punishing is satisfied. Cadets receive one lesson in LW 403 on sentencing theories, which addresses the purposes of punishment and the corresponding behavior motivators each is designed to correct. The Course Director's support that graduates draw on their understanding of human behavior in making leadership decisions is completely anecdotal, mostly in the form of feedback from instructors in charge of Officer Basic Courses and other officers who have dealt with USMA graduates in their careers. Also, on occasion, military case law provides examples of graduates who, in their roles in the military justice system, are identified as having achieved this outcome in particular cases.

The Course Director was also optimistic about cadet ability and willingness, to continue to obtain information on current trends in the social, economic, and political environment and to apply that information to their leadership responsibilities. Again, he pointed to cadet in-class contributions, which he perceived manifested a continuing awareness of the society in which they live and the changes reported by the news media. Cadets bring this knowledge to class and attempt to explore the situations and all their ramifications as they apply to the law or requirements for changes to the law. The Course Director could offer no evidence that graduates did or did not continue to obtain and use information from the world around them. He was, however, certain that cadets had a sound foundation upon which to build and for the assumption of progressively increasing responsibilities.

Non-Academic Programs

Since most of the understanding human behavior outcome goal refers to actions, the Committee thought it important to gather data on behaviors outside of the classroom. We identified four sources: Department of Physical Education (DPE), Instructors who taught Military Science 402 (MS 402), Tactical Officers, and Platoon Trainers (CFT). We could determine no practical after graduation data sources so we focused on cadet behavior during their First Class year.

Department of Physical Education

DPE provides opportunities for cadets to further understand human behavior and for instructors to observe their progress. The Physical Program provided by DPE is based on the following six goals:

- To cultivate in cadets optimum physical capability and personal health knowledge so that each can meet the physical requirements of the military profession and the broader demands of a healthy lifestyle.

- **To develop in cadets the ability to maintain personal physical fitness and to promote fitness of the units they lead.**

- **To nurture in cadets, qualities such as initiative, courage, perseverance, self-sacrifice, aggressiveness, and the will to win that will help them meet the challenges of leadership in peace or war.**

- To offer a program with sufficient variety and richness to permit each cadet to develop a level of skill and mastery appropriate for a lifetime of participation in sport and physical activity.

- **To contribute to the development and cultivation in each cadet of those moral-ethical attributes essential to providing the nation with leaders of character.**

- To provide professional physical development staff of both military and civilian personnel who by example serve as appropriate role models for cadets.

The above goals in bold print seem to have a direct bearing on the understanding human behavior outcome. In addition to the overall program goals, several specific course objectives also relate to both achieving and demonstrating an understanding of human behavior. These include the following:

Through participation in an organized competitive sport program, cadets will develop:

- the judgment, insights, and understanding which will assist them in realizing and recognizing their physical and mental capacities and abilities.

- the leadership skills to serve as coaches or officials of athletic and sport activities.

- the ability to think and act purposefully under stress as an individual with character.

- and cultivate pride and esprit within the Corps of Cadets, which has its source of accomplishments in sport competition.

With these goals and objectives as a backdrop, DPE faculty was convinced that manifestations of cadets' achievement of the understanding human behavior outcome would be an observable by-product of their instruction. These observations form the basis of their assessment. Their comments, however, were mostly limited to areas of human motives, social goals, and what cadets can do.

A specific motivation mentioned was fear. Cadets are given opportunities to sense fear in themselves and others. Fear is purposely engendered by engaging cadets in activities such as the high tower entry in aquatics and exposing them to pain and injury in combatives. Cadets also learn to overcome individual and group fears through activities in DPE. Intramurals provides another opportunity for cadets both to learn and demonstrate what they have learned about human motivation. The intramural program

emphasizes sportsmanship and fairness. Cadet coaches are responsible for seeing that their athletes adhere to appropriate behavior, even under the stress of competition. The cadets are instructed as to what constitutes appropriate behavior and on how to assess and deal with inappropriate behavior. Cadet officials rate these behaviors as they relate to sportsmanship and fair play. Observations of cadets' success in motivating fellow cadets through coaching and leading by officiating provide evidence that they not only understand the various motives behind human behavior but also draw on that knowledge to pursue specific outcomes. DPE instructors had no doubts that USMA graduates also understood human behavior and could use this knowledge to increase the effectiveness of their leadership. Again, anecdotal evidence and personal experiences with recent graduates in prior assignments was the only evidence offered.

Military Science, MS 402

Nineteen MS 402 Instructors completed surveys. In only one outcome area did a majority of MS instructors feel comfortable commenting. This area involved general cadet knowledge of the motives behind human behavior. The instructors presumed that cadets had a good understanding of the various motives behind human behavior. The evidence most often given was cadet performance on a graded counseling exercise. MS 402 requires cadets to counsel a NCO under simulated conditions. Cadets showed an ability to both explain past behavior and predict future conduct. Although on the remaining items the majority of MS 402 instructors deemed their exposure to cadets during the Military Intersession too limited to make meaningful judgments regarding what cadets know and do with that knowledge, many instructors nonetheless offered assessments. Depending on the item, the minority of instructors providing an assessment ranged for 36 to 47 percent of those responding.

Instructors who felt able to comment on whether cadets actually used their understanding of human motivation to lead effectively thought cadets were reasonably capable of doing so. As a rule, they based their judgment on cadet references during in-class discussions to their personal experiences in the Regular Army (e.g., CTLT/DCLT, prior service, etc.). Other instructors drew their conclusions from their own observations of cadets functioning outside the classroom as team or club leaders. There was not much variation in the judgments made about cadet understanding of the social or political contexts in which they will lead and the implications changes in that environment will have on their organizations. Instructors rated cadet understanding to be moderately high, however they were much less confident cadets draw on their understanding of these contexts to anticipate the consequences these changes will have on their organization.

The direction of differences between knowledge and application was consistent for the economic context, however cadets were seen as having a stronger grasp of this aspect of their environment than of the other two. In-class discussions shed light on cadet understanding of all three issue areas. Cadets are aware; for example, those social phenomena such as sexual harassment also have political overtones and influence Army regulations and decision-making. Similarly, cadets seem to understand that as

environmental issues take on a greater importance in our society, the military must react and organizations must adapt to new requirements brought on by these changes (e.g., new regulations, clean-up, etc.). These same discussions, however, leave instructors less confident that cadets are fully able to use this knowledge as Second Lieutenants in the field army. Once in the Army, broad abstract concepts are replaced with real life situations. The concern is that cadets are not prepared to handle everyday interactions with NCOs, their own company commanders, and senior field-grade officers in an actual Army unit.

The assumption that cadets have a better understanding of economic issues and are better able to apply this knowledge comes from classroom discussions about the reasons for the military "drawdown" and its effects on the military. Again, personal observations and experience with cadets in extracurricular settings add to this confidence. For example, the debate team frequently deals with these topics during intercollegiate competitions. Yet others made reference to specific cadet committees such as the cadet loan committee and ring committee. As was the case with the social and political contexts, instructors are more pessimistic regarding cadets' ability to glean from this theoretical perspective a practical means of confronting the personal first-person impact economic factors will have on their unit's OPTEMPO, readiness, the size of the Army and, therefore, their career potential.

Not surprisingly, respondents were even less willing to conjecture about cadet ability to integrate their understanding of the social, political, and economic contexts into an analysis of multiple perspectives. Those who did, however, saw cadets as moderately capable. The supporting evidence was also discussions with cadets and personal observations. Some caveated their assertion by saying only the very best cadets were capable of such integration. Others gave specific examples such as cadets weighing the ethical issues and cost/benefits of a spirit mission. Another talked in more detail of the thinking in which cadets must engage to plan a trip section. For example, determining the number and names of cadets to attend intercollegiate debate tournaments involves these contexts. The cadet-in-charge must evaluate cost/benefit for the team (stay competitive) versus for the individual (academics), and then offer recommendations when seeking a decision from the OIC (Academy/Army implications). Related to all of this are the cost factors associated with trip planning (i.e., how much can the team afford in plane tickets for top performers on one trip without jeopardizing funds available to send the entire team on a much cheaper van trip elsewhere). Initially, cadets cling to their own viewpoint but quickly adapt once they realize the parameters associated with a particular context.

A little over a third of the MS instructors contended that cadets have developed a habit of continually seeking information on current trends in their environments. Almost half of the officers responding believed cadets had a sound foundation from which to assume progressive leadership responsibilities. As above, these contentions were based on discussions with cadets both in and out of class and personal observations. The consensus was that cadets in MS 402 were intellectually aware and engaged in the

concept of "leadership responsibilities." Their experience at USMA and on CTLT, however limited, did indeed provide a sound foundation for assumption of leadership in the Army. But to then draw the conclusion that they will be good leaders is a stretch. Graduates need immediate junior office leadership experience (i.e., platoon leader not a staff position). MS 402 instructors believed USMA education and training provide a foundation, but if the potential were not allowed to be realized, it would be lost.

Tactical Officers

Twenty-two of thirty-six tactical officers submitted completed surveys regarding their First Class cadets. Their responses indicated that cadets have achieved, at least to a moderate degree, every aspect of the understanding human behavior outcome goal. They believe cadets understand the motives behind human behavior and draw upon this knowledge in carrying out their leadership duties. As evidence, many respondents reported cadet leaders' use of rewards and punishments as well as their success in counseling those in their charge. Some claimed that cadets were not always willing to apply their knowledge. They noted, however, that cadets progressively improved in this area with time at the Academy.

Tactical officers view cadets as equally knowledgeable of the greater social, political, and economic contexts in which they operate. And although they perceive that cadets draw upon this knowledge, to at least a moderate degree, cadets appear to make more use of their understanding of the social context than either the political or economic. Much of the evidence is drawn from conversations. Other evidence is based on inferences from behaviors. For example, during Commandant's hour classes cadets manifest an awareness of current social, political, and economic issues. They discuss topics such as sexual harassment and affirmative action and the possible impact on the Army. In their current functioning as cadets, they understand the implications and ramifications of their personal actions on the external environment. Thus, it is assumed cadets generally "put on a good face" and behave appropriately outside the Academy because they realize they are representing a "high profile" institution and take into consideration the second and third order effects of their behaviors on the institution. Others acknowledged cadets drew on their understanding of the social context but generally used it for short-term goals. That is, they think only "two days out" and do not anticipate the long-range effects.

Respondents had two interpretations of the term *political* context. Two types of answers were recorded. Many respondents considered political to mean national political trends, i.e. current events. There was some agreement that cadets were aware of current political issues and understood how they might affect the Army. In these instances, examples cited as evidence include discussions of current events and the inclusion of "hot" political topics in honor classes and the like.

The other set of answers focused on politics at a lower organizational level, such as the Academy. One officer noted that cadets had seen a number of Commandants and

Superintendents in their four years and that this led to an understanding of how a leader can change the political climate. Others responded that the few cadets in high leadership positions were quite good at understanding and communicating the political implications of decisions. One tactical officer even mentioned the skill some cadets use in bringing political pressures on the institution to help them when they are in trouble.

Many tactical officers felt that cadets had some understanding of the effect of economic changes on the Academy environment. Respondents noted that cadets realized that the current economic situation negatively affected the ability to train, the quality of the physical plant, and size and nature of the staff. Also mentioned was the fact that cadets have to buy items for themselves, that companies are given budgets, and that cadets are now maintaining barracks more than in the past. Some believed the arrival of the $18,000 loan in their Second Class year marks a turning point in economic interest. When referring to evidence that cadets can apply their understanding of the economic context, the general tone of the responses was that the cadets' ability to draw upon an understanding of the economic context of the environment is shallow because economics in this setting means individual economics. Thus, many tactical officers feel that the cadets have a very limited understanding of the economic realities of the Army. Company party budgets are the only examples of economic reality at a non-individual level that are cited.

Tactical officers were almost evenly divided on their assessment of cadet ability to integrate all three perspectives (i.e., social, political, and economic) when making a decision. The general consensus seems to be that cadets do so but on a very limited basis. The scope of the activities they have to demonstrate these skills is narrow, such as planning for a company party. When planning a company or regimental party, cadets must consider the purpose and how to achieve it. In doing this, they must take into account the social, political, and economic concerns and parameters. Other limitations noted were either explained as a desire, on the part of cadets, for only the solution that minimized punishment of peers or as egocentric thought. Still, other responses pointed to the limited context of the decisions cadets have to make and commented that a full integration of social, political, and economic matters does not take place until after commissioning.

Tactical officers are confident that cadets keep up with current events by reading, watching television, and through barracks discussion. Current events are also discussed during the Commandant's Hour. Several observed that as cadets progress through West Point they learn more and more about their own organization and the Army. CTLT and DCLT are important events in this learning experience. As cadets approach major decision points such as branch and post selection they become well informed and make well considered decisions. Finally, tactical officers are convinced that First Class Cadets possess a sound foundation upon which to assume progressive leadership responsibilities. In their opinion the Cadet Leader Development System (CLDS) works. There seemed general agreement that cadets become more ready for leadership as they move from Plebe to Firstie year. Plebe and Yearling years are seen as a time when cadets are still trying to

figure out who they are and if they want to be at West Point. As Cows cadets make a commitment and are given more defined leadership roles. As Firsties they take on leadership of the Corps of Cadets. Their academic education, as well as practical leadership experience, not only allow them to grasp the fundamental principles of leadership but to gain an appreciation for the increased responsibilities that accompany increased position.

Platoon Trainers

Eight platoon trainers completed the *Understanding Human Behavior Assessment Survey*. Despite the relatively small sample size, several trends clearly emerged. First, the platoon trainers were certain that cadets understand and draw on their understanding of basic motives for human behavior. Their responses almost universally reflected a moderate to high degree of agreement with statements concerning cadet's fundamental understanding of the motives underlying human behavior. Most also indicated that cadets apply this understanding to lead subordinates to accomplish specific missions and broader organizational goals. They offered numerous instances of cadet leadership actions to support these claims. For example, during the first cycle of Cadet Field Training (CFT1), platoon trainers talked about counseling sessions they observed and subsequent discussions with cadet squad leaders who could explain their assessments of their subordinate's/unit's motivations. These discussions revealed that cadets have no difficulty talking analytically about hierarchies of needs and other motivational concepts. Moreover, cadet leaders recognized that some of their subordinates would be self-motivated to succeed for various reasons, while others would need either a positively or negatively reinforced push. When subordinates were displaying signs of problems, cadet leaders could talk cogently about the kinds of background forces that might be motivating the behavior.

First Class cadets also displayed an ability to use various forms of motivation such as fear (e.g., threats of punishment or demerits), promises of rewards (e.g., time off), as well as motivation through appealing to a sense of loyalty to one's unit, to bring about desired organizational goals. Furthermore, they often tailored their instructions and commands to different subordinates based on their assessment of the subordinate's motivation. This was especially true during CFT2 when the Yearlings are physically and mentally run down, and have to adjust quickly to a new chain of command. Throughout this period, the platoon trainers report that the cadet leadership continually succeeded in motivating the Yearlings to keep moving and accomplish the missions. This was particularly difficult during the arduous Viking Thrust Exercise. When the subordinates were tired, wet, and cold, cadet leaders generally knew how to reach each subordinate and appeal to his or her primary psychological motivator to get them to stay focused.

The platoon trainers showed a high degree of confidence that cadets understand the social context in which they presently lead and will lead as junior officers. They had greater difficulty assessing the degree to which cadets actually draw on that understanding. Evidence given to support the assertion cadets understand the social

context ranged from the societal level to the organizational and small unit. Two specific instances cited were the acceptance cadets had of the institution's handling of the "groping incident" last Fall and the more recent accusations of rape against a cadet. Cadets were also credited with recognizing that the society around them is confronting social unrest. They report issues of gender, race, and almost every other major social topic permeate cadets' discussions. For example, tactical officers stated that cadets understand that the American people are unsure of what they want their Army to do, what they want that Army to look like, and how much civilians should be involved in the way the Army does its job. Cadets like to talk about such issues, and seem to appreciate the arguments involved.

Although there were no specific behaviors given as supporting evidence, those who did believe cadets could draw on their understanding of the social context referred to discussions, both during CFT and the academic year. While the platoon trainers cautioned that cadets have a long road ahead, they see glimpses that they are generally aware that good leadership will entail much more than infantry tactical acumen. They sense that most of their time as junior officers will be spent solving people problems and not wargame problems. They know that they need to get to know their soldiers, to try as best they can to understand their backgrounds, their beliefs, and their goals. Cadets understand that this requires them to be actively looking for the sexist NCO, the racist private, or (as a captain, perhaps) the elitist lieutenant. Further, the cadets recognize that they have a significant amount of responsibility for correcting the aberrant behavior they see. Finally, cadets are at least cognizant that these leadership challenges are often more difficult than those in the field, because of the range of options and possible consequences of each are less clear.

The platoon trainers were largely unable to assess if cadets understood the political context in which they worked or to determine if cadets could draw upon what knowledge they had of this. Half the trainers expressed at least a moderate degree of confidence that cadets understood the political context, but the other half said that they did not know. Five of eight also said they did not know if cadets draw on an understanding of the political context. Of those who believed cadets did understand the political context and incorporate this understanding into leader action, classroom discussions were the main source of evidence. One platoon trainer, however, did mention the "fair treatment" of "POWs" during the Viking Thrust Exercise. In addition to ethical considerations, political ramifications motivated some of the reasoning expressed for this treatment.

In the area of understanding the economic context in which cadets will lead and how they are able to draw on that context, the platoon trainers showed only a low to moderate degree of confidence. Only one trainer showed a high degree of confidence in this area, the others either stated they did not know or showed a moderate to low degree. Although cadets may understand local budgetary constraints, as with the political context, trainers' responses indicated cadets do not have much understanding of how events at the national and international levels might have an impact on them as platoon leaders. On

the question of whether cadets could integrate aspects of their social, political, and economic contexts into an analysis of multiple perspectives, the platoon trainers had widely varying opinions. Fifty percent believed to a moderate or high degree of certainty, that cadets could integrate multiple goals from differing perspectives. One officer rated the cadets low on this and three of the eight simply said they did not know. They provided no concrete evidence to support judgments rendered.

The platoon trainers had only a low to moderate degree of confidence that cadets have a habit of continuing to obtain information of current trends in their social, political, and economic environments outside the classroom. One trainer appeared to speak for many when he stated that cadets "do not generally sit down and seek knowledge for its own sake." They seemed to be saying cadets have the skills but will not use them without external pressures. Over a third of the platoon trainers stated that their observations during CFT did not provide them enough information to determine if cadets engaged in self-direct learning or not. On a more optimistic note, seven of the eight platoon trainers were convinced cadets have a sound foundation for the assumption of progressive leadership responsibilities. They based this assertion not only on non-specific observations during CFT but on their experience with cadets in the classroom and their overall knowledge of USMA. In essence, they assume that because cadets are exposed to good role models, have progressive leadership experiences while at West Point, and are taught excellent verbal and analytical skills, they have the foundation needed to develop as an officer in the Regular Army.

Annex A

Table 1: Breakdown of Courses by Level and Goal

Levels of Analysis	**Goals**		
	Political	Economic	Social
Global			
Societal			
Organization			
Group			
Individual			

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Annex B

Table 2: Breakdown of Course Objectives by Learning Model Objectives

I. The Structure of Cadet Experiences

CORE COURSES

Objectives	SCOPE					POL-ECON							SOCIAL			
	LX20_	EN101/102	EV203	PY201	EN302	HI103/104	HI107/108	SS201	SS202	SS307	HI301/302	LW403	PL100	PL300	USCC	DPE
1. Cadets move through a progression of experiences that develop their ability to examine behavior at different levels of analysis -- individual, organizational, societal, and global -- aimed at different goals -- social, political, and economic.																
2. Their experiences emphasize purposive behavior in terms of both the processes of learning and of the content of different disciplinary perspectives.																
3. Within the constraints of a four-year curriculum, cadet experiences sample from the array of possible levels of analysis, goals, learning processes, and disciplinary perspectives.																

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Table 2: Breakdown of Course Objectives by Learning Model Objectives (Cont.)

II. The Process of Cadet Experiences

	CORE COURSES																
	SCOPE							POL-ECON					SOCIAL				
Objectives	*LX 200_*	*EN 101/102*	*EV 203*	*PY 201*	*EN 302*	*HI 103/104*	*HI 107/108*	*SS 201*	*SS 202*	*SS 307*	*HI 301/302*	*LW 403*	*PL 100*	*PL 300*	*USCC*	*DPE*
4. Although cadet experiences generally build from an understanding of individual to organizational to societal behavior, cadets have a number of parallel experiences that require them to deal simultaneously with different levels of analysis and different goals.																	
5. As cadets deal with different levels of analysis and different goals, they come to understand the complexity of human behavior and the interrelationships across levels and goals.																	
6. Cadets learn and evaluate leading theories of behavior and develop a critical appreciation for the insights and limitations of various theoretical perspectives.																	
7. They integrate theory and practice, moving from an initial emphasis on theory to greater emphasis on practical application.																	
8. Their study provides insights into effective performance in other areas of the USMA experience, including physical development and cadet leadership positions. Similarly, these practical experiences enlighten their study of behavior.																	
9. As they progress, cadets move from narrow disciplinary perspectives to a more sophisticated ability to view events from a variety of disciplinary perspectives.																	
10. Cadets simultaneously develop tools of analysis within each discipline, an understanding of the strengths and weaknesses of those tools for exploring various behavioral patterns, and an appreciation for interdisciplinary perspective in studying social, economic, and political change.																	
11. Cadets become increasingly more sophisticated and precise in presenting their analyses of human behavior in discussion, in formal presentations, in essays, and in research papers.																	

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Table 2: Breakdown of Course Objectives by Learning Model Objectives (Cont.)

III. The Content of Cadet Experiences

CORE COURSES

Objectives	SCOPE							POL-ECON					SOCIAL			
	LX200_	EN101/102	EV203	PY201	EN302	HI103/104	HI107/108	SS201	SS202	SS307	HI301/302	LW403	PL100	PL300	USCC	DPE
12. A wide variety of disciplines enhance the understanding of human behavior, so cadets sample from those disciplines that provide the greatest insights into purposive behavior. Likewise, there are many relevant material applications, but constraints on time result in cadets sampling from the situational contexts most relevant to their professional development.																
13. In order to make as much progress as possible in the limited time available, cadets proceed through a directed series of disciplinary experiences, each one building on earlier required study.																
14. These concurrent, selected sequences must balance an understanding of both substance (the breadth of human experience) and theory (frameworks for explaining that experience).																
15. Study in history, literature, and geography illustrates the scope of human behavior.																
16. Study in the physiological, psychological, philosophical, economic, political, and legal branches of learning provide alternative perspectives on human behavior.																
17. Sequenced study in those disciplines permits a logical set of prerequisites for dealing with more complicated phenomena within interdisciplinary frameworks.																
18. Study in those disciplines leads to an examination of major public policy issues, particularly those involved with the military profession. Those issues include the appropriate role of the military in American society, effective leadership in an Army of a democratic nation, and the causes and conduct of war.																
19. Key sequences of study include these progressions: from history to economics and American politics to international relations, military history, and law; and from psychology to military leadership, while integrating experiences in the military and physical programs. Those progressions clearly overlap, but the strongest interconnections are within each sequence.																

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Annex C

Table 3: Breakdown of Embedded Assessment Indicators by Learning Model Process Objectives for (Course)

Objectives	How is instruction/learning assessed?
Although cadet experiences generally build from an understanding of individual to organizational to societal behavior, cadets have a number of parallel experiences that require them to deal simultaneously with different levels of analysis and different goals.	
As cadets deal with different levels of analysis and different goals, they come to understand the complexity of human behavior and the interrelationships across levels and goals.	
Cadets learn and evaluate leading theories of behavior and develop a critical appreciation for the insights and limitations of various theoretical perspectives.	
They integrate theory and practice, moving from an initial emphasis on theory to greater emphasis on practical application.	
Their study provides insights into effective performance in other areas of the USMA experience, including physical development and cadet leadership positions. Similarly, these practical experiences enlighten their study of behavior.	
As they progress, cadets move from narrow disciplinary perspectives to a more sophisticated ability to view events from a variety of disciplinary perspectives.	
Cadets simultaneously develop tools of analysis within each discipline, an understanding of the strengths and weaknesses of those tools for exploring various behavioral patterns, and an appreciation for interdisciplinary perspective in studying social, economic, and political change.	
Cadets become increasingly more sophisticated and precise in presenting their analyses of human behavior in discussion, in formal presentations, in essays, and in research papers.	

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Annex D

Academic Program Outcomes Assessment Worksheet

(Note: Exact form, at times, is also titled "Understanding Human Behavior Goal Assessment.)

I. General Information

The purpose of this worksheet is to help assess the extent to which cadets and graduates of USMA accomplish the Academic Program Goal which states, "***Graduates understand patterns of human behavior, particularly how individuals, organizations, and societies pursue social, political, and economic goals***." The emphasis is on *purposive* human behavior aimed at achieving *three types of goals* (social, political, and economic), at *three different levels of analysis* (individual, organizational, and societal). Although this worksheet builds upon information obtained last year from Course Directors of specific core courses, it has been redesigned to capture ***outcome*** data (rather than course design or course implementation data).

This worksheet is divided into various segments. You will note that most of the questions have a repetitive pattern. You will first be asked, what you believe *cadets* ***know*** (e.g., understand, appreciate, etc.). You will then be asked what you think *cadets* and *graduates* ***do*** (e.g., draw on, obtain, etc.) with that knowledge. In addition, you will be asked what evidence you have to support your assessment and if you have any suggestions for gathering further data. Evidence may include data you have collected, course projects, personal observations, or anything you believe supports your personal assessment of the outcome in question. Respondents should quickly note that the statement of outcomes are often abstract and seem removed from the cadet experience. In this regard, although, "I Don't Know" and "None" are legitimate responses, please do the best you can to provide any insights you may have on these matters (evidence may be observations of behavior, in-class activities, other course products, etc.). It is likely that some respondents will be in a better position to offer such evidence than others.

NOTE: **Please complete by 26 March**. If you have any confusion regarding how to complete this worksheet, please contact one of the Understanding Human Behavior Committee members. They are:

COL Beach, Department of Behavioral Sciences and Leadership (x-5026)
LTC Owens, Department of English (x-4685)
LTC Watkins, Plans and Resources Division, Office of the Dean (x-5811)
MAJ Mundie, Department of Chemistry (x-2031)
Dr. Geehan, Department of History (x-2669)
Dr. Keith, Academic Affairs Division, Office of the Dean (x-6315)
Dr. Malinowski, Department of Geography and Environmental Engineering (x-4673)
Dr. Docheff, Department of Physical Education (x-6292)

II. Specific Instructions

--Course Directors of End-of-Sequence Core Courses: Several core courses have been included among those thought to be most informative to cadets in their attempt to achieve the understanding human behavior Academic Program Goal. They are: LX20_; EN 101/102/302; PY 201; EV 203; HI 103/104/107/108/301/302; LW 403; SS 201/202; and PL 100/300. We have also included PE courses. Last year's committee categorized these courses into two sequences: the Political-Economic Sequence and Social Sequence. Moreover, they recommended that further assessment efforts focus on the courses at the end of these sequences. The courses at the end of the Political-Economic Sequence are: LW403, HI301/302, and SS307. PL 300 is the end-of-sequence course for the Social Sequence. This survey is intended for End of Sequence Core Course Directors. **If you are the Course Director for any of the above listed end-of-sequence courses, you should complete the entire worksheet**. (Note: Course Directors who are not Academy Professors should consult with their supervisors. It may also make sense to consult with several of the other faculty who instruct in this course or other courses in the sequence). Please complete this worksheet in as complete a manner as possible. Return the worksheet in an electronic format via e-mail to Dr. Bruce Keith, Academic Affairs Division. Following completion of the worksheet, you will also be contacted by a committee member for a short interview. Thank you for your cooperation.

III. Respondent's Data

Please list the core course for which you are responding.

Core Course _____

IV. Outcomes

Motivations behind Human Behavior

A. The understanding human behavior goal states that graduates who achieve this goal understand various motivations behind human behavior and apply that understanding to effectively lead in a wide variety of situations. As junior officers, they draw on that understanding in leading subordinates to accomplish specific missions and broader organizational goals.

	Not at all						To a great degree	Don't know
1. To what degree do **cadets** *understand* various motivations behind human behavior?	1	2	3	4	5	6	7	0

-What evidence do you have that they understand these various motivations?

-What suggestions do you have for collecting data relevant to assessing achievement of this outcome?

	Not at all						To a great degree	Don't know
2. To what degree do **cadets** *draw on* an understanding of the various motivations behind human behavior to lead subordinates to accomplish specific missions and broader organizational goals?	1	2	3	4	5	6	7	0

-What evidence do you have that cadets are able to draw on their understanding of various motivations behind human behavior to lead subordinates to accomplish specific missions and broader organizational goals?

-What suggestions do you have for collecting data relevant to assessing achievement of this outcome?

	Not at all						To a great degree	Don't know
3. To what degree do **graduates** *draw on* an understanding of the various motivations behind human behavior to lead subordinates to accomplish specific missions and broader organizational goals?	1	2	3	4	5	6	7	0

-What evidence do you have that **graduates** are able to draw on their understanding of various motivations behind human behavior to lead subordinates to accomplish specific missions and broader organizational goals?

-What suggestions do you have for collecting data relevant to assessing achievement of this outcome?

Understanding of the broader social, political, and economic context

B. The understanding human behavior goal states that graduates who achieve this goal make leadership decisions based on their understanding of the broader social, political, and economic context. Graduates not only understand how decisions which affect their missions and organizations are made but are able to anticipate the implications for their organizations of changes in these (i.e., social, political, and economic) environments.

	Not at all						To a great degree	Don't know
1. To what degree do **cadets** *understand* the **social** context in which they will lead and the implications changes in that environment will have on their organization?	1	2	3	4	5	6	7	0

-What evidence do you have that **cadets** understand the **social** context and the implications of changes in that environment on their organization?

-What suggestions do you have for collecting data relevant to assessing achievement of this outcome?

	Not at all						To a great degree	Don't know
2. To what degree do **cadets** *draw on* their understanding of the **social** context in which they lead and anticipate the implications changes in that environment will have on their organization?	1	2	3	4	5	6	7	0

-What evidence do you have that **cadets** draw on their understanding of the **social** context and anticipate the implications of changes in that environment on their organization?

-What suggestions do you have for collecting data relevant to assessing achievement of this outcome?

	Not at all						To a great degree	Don't know
3. To what degree do **cadets** *understand* the **political** context in which they will lead and the implications changes in that environment will have on their organization?	1	2	3	4	5	6	7	0

-What evidence do you have that **cadets** understand the **political** context and the implications of changes in that environment on their organization?

-What suggestions do you have for collecting data relevant to assessing achievement of this outcome?

	Not at all						To a great degree	Don't know
4. To what degree do **cadets** *draw on* their understanding of the **political** context in which they lead and anticipate the implications changes in that environment will have on their organization?	1	2	3	4	5	6	7	0

-What evidence do you have that **cadets** are able to draw on their understanding of the **political** context and to anticipate the implications of changes in that environment on their organization?

-What suggestions do you have for collecting data relevant to assessing achievement of this outcome?

	Not at all						To a great degree	Don't know
5. To what degree do **cadets** *understand* **economic** context in which they will lead in which they will lead and the implications changes in that environment will have on their organization?	1	2	3	4	5	6	7	0

-What evidence do you have that **cadets** understand the **economic** context and the implications of changes in that environment on their organization?

-What suggestions do you have for collecting data relevant to assessing achievement of this outcome?

	Not at all						To a great degree	Don't know
6. To what degree do **cadets** *draw on* their understanding of the **economic** context in which they lead and anticipate the implications changes in that environment will have on their organization?	1	2	3	4	5	6	7	0

-What evidence do you have that **cadets** are able to draw on their understanding of the **economic** context and to anticipate the implications of changes in that environment on their organization?

-What suggestions do you have for collecting data relevant to assessing achievement of this outcome?

	Not at all						To a great degree	Don't know
7. To what degree do **graduates** *draw on* their understanding of the **social** context in which they will lead and the implications changes in that environment will have on their organization?	1	2	3	4	5	6	7	0

-What evidence do you have that **graduates** are able to draw on their understanding of the **social** context and to anticipate the implications of changes in that environment on their organization?

-What suggestions do you have for collecting data relevant to assessing achievement of this outcome?

	Not at all						To a great degree	Don't know
8. To what degree do **graduates** *draw on* their understanding of the **political** context in which they will lead and the implications changes in that environment will have on their organization?	1	2	3	4	5	6	7	0

-What evidence do you have that **graduates** are able to draw on their understanding of the **political** context and to anticipate the implications of changes in that environment on their organization?

-What suggestions do you have for collecting data relevant to assessing achievement of this outcome?

	Not at all						To a great degree	Don't know
9. To what degree do **graduates** *draw on* their understanding of the **economic** context in which they will lead and the implications changes in that environment will have on their organization?	1	2	3	4	5	6	7	0

-What evidence do you have that **graduates** are able to draw on their understanding of the **economic** context and to anticipate the implications of changes in that environment on their organization?

-What suggestions do you have for collecting data relevant to assessing achievement of this outcome?

Continue to obtain information on current trends

C. The understanding human behavior goal states that graduates who achieve this goal are self-directed. They have the habit of continuing to obtain information on current trends in the social, economic, and political environment and apply that information to their leadership responsibilities.

	Not at all						To a great degree	Don't know
1. To what degree do **cadets** *continue to obtain* information on current trends in their social, political, and economic environments?	1	2	3	4	5	6	7	0

-What evidence do you have that **cadets** have a habit of continuing to obtain information on the current trends in their social, political, and economic environments?

-What suggestions do you have for collecting data relevant to assessing achievement of this outcome?

	Not at all						To a great degree	Don't know
2. To what degree do **graduates** *continue to obtain* political, and economic environments?	1	2	3	4	5	6	7	0

-What evidence do you have that **graduates** have the habit of continuing to obtain information on current trends in the social, economic, and political environment?

-What suggestions do you have for collecting data relevant to assessing achievement of this outcome?

Appreciate the factors that influence the behavior of states including the use of force

D. The understanding human behavior goal states that graduates who achieve this goal have an appreciation for the factors that influence the behavior of states and other international actors and an understanding of various foreign policy instruments, including the use of force.

	Not at all						To a great degree	Don't know
1. To what degree do **cadets** *appreciate* the factors that influence the behavior of states and other international actors and understand foreign policy instruments to include the use of force?	1	2	3	4	5	6	7	0

-What evidence do you have that **cadets** appreciate the factors that influence the behavior of states and other international actors and that they understand foreign policy instruments to include the use of force?

-What suggestions do you have for collecting data relevant to assessing achievement of this outcome?

	Not at all						To a great degree	Don't know
2. To what degree do **cadets** *draw on* their appreciation of the factors influence the behavior of states and their understanding of foreign policy instruments, to include the use of force, to guide their leader actions?	1	2	3	4	5	6	7	0

-What evidence do you have that **cadets** draw on their appreciation for the factors that influence the behavior of states and their understanding of foreign policy instruments, to include the use of force, to guide their leader actions?

-What suggestions do you have for collecting data relevant to assessing achievement of this outcome?

	Not at all						To a great degree	Don't know
3. To what degree do **graduates** *appreciate* the factors that influence the behavior of states and other international actors and understand foreign policy instruments to include the use of force?	1	2	3	4	5	6	7	0

-What evidence do you have that **graduates** appreciate the factors that influence the behavior of states and other international actors and that they understand foreign policy instruments to include the use of force?

-What suggestions do you have for collecting data relevant to assessing achievement of this outcome?

	Not at all						To a great degree	Don't know
4. To what degree do **graduates** *draw on* their appreciation of the factors influence the behavior of states and their understanding of foreign policy instruments, to include the use of force, to guide their leader actions?	1	2	3	4	5	6	7	0

-What evidence do you have that **graduates** draw on their appreciation for the factors that influence the behavior of states and their understanding of foreign policy instruments, to include the use of force, to guide their leader actions?

-What suggestions do you have for collecting data relevant to assessing achievement of this outcome?

Understand the structure and principles of the American political system

E. The understanding human behavior goal states that graduates who achieve this goal, understand the constitutional structure of the American political system, the subordination of the military to civilian authority in that system, and the principles through which a democratic society seeks to balance majority rule with the rights of individuals.

	Not at all						To a great degree	Don't know
1. To what degree do **cadets** *understand* the structure and principles of the American political system?	1	2	3	4	5	6	7	0

-What evidence do you have that **cadets** understand the structure and principles of the American political system?

-What suggestions do you have for collecting data relevant to assessing achievement of this outcome?

	Not at all						To a great degree	Don't know
2. To what degree do **cadets** *draw on* their the American political system?	1	2	3	4	5	6	7	0

-What evidence do you have that **cadets** draw on their understanding of the structure and principles of the American political system?

-What suggestions do you have for collecting data relevant to assessing achievement of this outcome?

	Not at all						To a great degree	Don't know
3. To what degree do **graduates** *understand* the structure and principles of the American political system?	1	2	3	4	5	6	7	0

-What evidence do you have that **graduates** understand the structure and principles of the American political system?

-What suggestions do you have for collecting data relevant to assessing achievement of this outcome?

	Not at all						To a great degree	Don't know
4. To what degree do **graduates** *draw on* their understanding of the structure and principles of the American political system?	1	2	3	4	5	6	7	0

-What evidence do you have that **graduates** draw on their understanding of the structure and principles of the American political system?

-What suggestions do you have for collecting data relevant to assessing achievement of this outcome?

Sound foundation for assumption of progressive leadership responsibilities

F. The understanding human behavior goal states that graduates who achieve this goal have a sound foundation for the assumption of progressive leadership responsibilities in helping to develop, plan, and implement national policies.

	Not at all						To a great degree	Don't know
1. To what degree do **cadets** *have a sound foundation* for the assumption of progressive leadership responsibilities?	1	2	3	4	5	6	7	0

-What evidence do you have that **cadets** have a sound foundation for the assumption of progressive leadership responsibilities?

-What suggestions do you have for collecting data relevant to assessing achievement of this outcome?

	Not at all						To a great degree	Don't know
2. To what degree do **graduates** *have a sound foundation* for the assumption of progressive leadership responsibilities?	1	2	3	4	5	6	7	0

-What evidence do you have that **graduates** have a sound foundation for the assumption of progressive leadership responsibilities?

-What suggestions do you have for collecting data relevant to assessing achievement of this outcome?

	Not at all						To a great degree	Don't know
3. To what degree do **graduates** *draw on* a sound foundation of knowledge of the American political system and the behaviors of nation states to develop, plan, and implement national security policy?	1	2	3	4	5	6	7	0

-What evidence do you have that **graduates** draw on a sound foundation of knowledge of the American political system and the behaviors of nation states to develop, plan, and implement national security policy?

-What suggestions do you have for collecting data relevant to assessing achievement of this outcome?

V. Sequence Assessment

A. Since Academic Program Goals are the outcome of cumulative experiences, we are trying to capture what, if any, assessment is done at this level. The intent in answering the following questions, therefore, is to provide information relevant to assessing the achievement of the Academic Program Goal as a result of the integrated experience cadets have as they progress through USMA's academic program. The Understanding Human Behavior Committee has organized relevant courses into three clusters: Scope; Political-Economic; and Social. These

clusters, depicted below, were primarily formed on the basis of the content of the cadet experience and the type of outcome goal they most likely supported (e.g., social, political, and/or economic).

SCOPE		POL-ECON		SOCIAL		
		HI301/302	LW403			1 0
	EN302	SS307		PL300	USCC	2 0
EV203	PY201	SS201 :	SS202		DPE	3 0
Lx20_	EN101/102	HI103/104	HI107/108	PL100		4 0

(Figure 1)

The Learning Model's *Conceptual* Depiction of the USMA Core Curriculum for Understanding Human Behavior

Scope courses (World and American History, Foreign language, Literature, Philosophy, and Terrain Analysis) were so designated because it was believed they provide various perspectives on the scope of human behavior which enrich study in the other two sequences. The *Social* sequence deals with social/interpersonal interrelationships from the perspective of leadership (General Psychology and Military Leadership). USCC and DPE have been linked with this sequence because committee members believed the academic courses contributed to and drew upon cadets' experiences in physical education, leadership positions within the Corps of Cadets, and to summer military training. Courses aimed at political and economic goals (American Politics, International Relations, two courses in Military History, and Constitutional and Military Law) were categorized as the *Political-Economic* sequence.

Do you see your course as fitting in the designated sequence? If so, where? If no, you have completed this worksheet. If you see your course as falling within the Scope category, you need not proceed further.

B. As cadets progress through West Point, graduate, and advance through their careers, they have a wide variety of experiences that influence their understanding of human behavior. Consequently the least-distorted feedback on the *academic program's* contribution to achievement of the human behavior goal is apt to come near graduation, at the end of the Social and Political-Economic sequence.

What evidence do you have that the cumulative contribution of your course plus other courses in your sequence (or outside your cluster) allow cadets to achieve the understanding human behavior Academic Program Goal?

What suggestions do you have for gathering data relevant to assessing the cumulative contribution of the Social Sequence or Political-Economic Sequence to helping cadets achieve the understanding human behavior outcome?

C. As cadets deal with different levels of analysis and different goals, they come to understand the complexity of human behavior and the interrelationships across levels and goals.

As a result of completing this sequence, what evidence do you have that cadets have grasped the complexity of human behavior and the interrelationships across levels and goals?

What suggestions do you have for collecting data relevant to assessing the achievement of this outcome?

D. As they progress, cadets move from narrow disciplinary perspectives to a more sophisticated ability to view events from a variety of disciplinary perspectives.

As a result of completing this sequence, what evidence do you have that cadets can view events from a variety of disciplinary perspectives, moving from narrow perspectives to a more sophisticated synthesis of these perspectives?

What suggestions do you have for collecting data relevant to assessing the achievement of this outcome?

E. The courses in a sequence must balance an understanding of both substance--the breadth of human experience--and theory--frameworks for explaining that experience.

Does this sequence of courses provide opportunities for cadets to combine their understandings of substance--the breadth of human experience--with theory--frameworks for explaining that experience?

What evidence do you have that this sequence satisfies this objective?

What suggestions do you have for collecting data relevant to assessing the achievement of this outcome?

F. Sequenced study in those disciplines permits a logical set of prerequisites for dealing with more complicated phenomena within interdisciplinary frameworks.

Do the courses early in this sequence provide a logical set of prerequisites for dealing with more complicated phenomena later in the sequence?

What evidence do you have that this sequence satisfies this objective?

What suggestions do you have for collecting data relevant to assessing the achievement of this outcome?

VI. COMMENTS: Please provide any comments you think would be helpful in determining how best to achieve the understanding human behavior Academic Program Goal. Thank you for your participation.

Annex E

Understanding Human Behavior Goal Assessment Survey

I. General Information

The purpose of this worksheet is to help assess the extent to which cadets accomplish the Academic Program Goal which states, "***Graduates understand patterns of human behavior, particularly how individuals, organizations, and societies pursue social, political, and economic goals***." The emphasis is on *purposive* human behavior aimed at achieving *three types of goals* (social, political, and economic), at *three different levels of analysis* (individual, organizational, and societal). Although this worksheet builds upon information obtained last year from Course Directors of specific core courses, it has been redesigned both for a wider audience and to capture ***outcome*** data (rather than course design or course implementation data).

You will note that most of the questions have a repetitive pattern. You will first be asked, what you believe *cadets* ***know*** (e.g., understand, appreciate, etc.). You will then be asked what you think *cadets* ***do*** (e.g., draw on, obtain, etc.) with that knowledge. In addition, you will be asked what evidence you have to support your assessment and if you have any suggestions for gathering further data. Evidence may include data you have collected, personal observations, or anything you believe supports your personal assessment of the outcome in question. Respondents should quickly note that the statement of outcomes are often abstract and seem removed from the cadet experience. In this regard, although, "I Don't Know" and "None" are legitimate responses, please do the best you can to provide any insights you may have on these matters (evidence may be based on observations of behavior in official or unofficial cadet activities). It is likely that some respondents will be in a better position to offer such evidence than others. Moreover, since we are trying to assess outcomes of the cadets' "West Point Experience" we will concentrate on cadets who are near the end of that experience. So, when you see the word **cadets,** it refers to **Firsties**.

NOTE: **Please complete by 26 March 1997**. If you have any confusion regarding how to complete this worksheet, please contact one of the Understanding Human Behavior Committee members. They are:

COL Beach, Department of Behavioral Sciences and Leadership (x-5026)
LTC Owens, Department of English (x-4685)
LTC Watkins, Plans and Resources Division, Office of the Dean (x-5811)
MAJ Mundie, Department of Chemistry (x-2031)
Dr. Geehan, Department of History (x-2669)
Dr. Keith, Academic Affairs Division, Office of the Dean (x-6321)
Dr. Malinowski, Department of Geography and Environmental Engineering (x-4673)
Dr. Docheff, Department of Physical Education (x-6292)

II. Respondent's Data

Indicate the category for which you are responding. (Select just one pair)

Tactical Officer/NCO_____ Regiment_____

MS Instructor_____ Course_____

Platoon Trainer_____ Company_____

III. Outcomes

Motivations behind Human Behavior

A. The understanding human behavior goal states that graduates who achieve this goal understand various motivations behind human behavior and apply that understanding to effectively lead in a wide variety of situations. As junior officers, they draw on that understanding in leading subordinates to accomplish specific missions and broader organizational goals.

	Not at all						To a great degree	Don't know
1. To what degree do **cadets** *understand* various motivations behind human behavior?	1	2	3	4	5	6	7	0

-What evidence do you have that they *understand* these various motivations?

	Not at all						To a great degree	Don't know
2. To what degree do **cadets** *draw on* an understanding of the various motivations behind human behavior to lead subordinates to accomplish specific missions and broader organizational goals?	1	2	3	4	5	6	7	0

-What evidence do you have that **cadets** are able to *draw on* their understanding of various motivations behind human behavior to lead subordinates to accomplish specific missions and broader organizational goals?

Understanding of the broader social, political, and economic context

B. The understanding human behavior goal states that graduates who achieve this goal make leadership decisions based on their understanding of the broader social, political, and economic context. Graduates not only understand how decisions which affect their missions and organizations are made but are able to anticipate the implications for their organizations of changes in these (i.e., social, political, and economic) environments.

	Not at all						To a great degree	Don't know
1. To what degree do **cadets** *understand* the **social** context in which they will lead and the implications changes in that environment will have on their organization?	1	2	3	4	5	6	7	0

-What evidence do you have that **cadets** *understand* the **social** context and the implications of changes in that environment on their organization?

	Not at all						To a great degree	Don't know
2. To what degree do **cadets** *draw on* their understanding of the **social** context in which they lead and anticipate the implications changes in that environment will have on their organization?	1	2	3	4	5	6	7	0

-What evidence do you have that **cadets** *draw on* their understanding of the **social** context and anticipate the implications of changes in that environment on their organization?

	Not at all						To a great degree	Don't know
3. To what degree do **cadets** *understand* the **political** context in which they will lead and the implications changes in that environment will have on their organization?	1	2	3	4	5	6	7	0

-What evidence do you have that **cadets** *understand* the **political** context and the implications of changes in that environment on their organization?

	Not at all						To a great degree	Don't know
4. To what degree do **cadets** *draw on* their understanding of the **political** context in which they lead and anticipate the implications changes in that environment will have on their organization?	1	2	3	4	5	6	7	0

-What evidence do you have that **cadets** are able to *draw on* their understanding of the **political** context and to anticipate the implications of changes in that environment on their organization?

	Not at all						To a great degree	Don't know
5. To what degree do **cadets** *understand* **economic** context in which they will lead in which they will lead and the implications changes in that environment will have on their organization?	1	2	3	4	5	6	7	0

-What evidence do you have that **cadets** *understand* the **economic** context and the implications of changes in that environment on their organization?

	Not at all						To a great degree	Don't know
6. To what degree do **cadets** *draw on* their understanding of the **economic** context in which they lead and anticipate the implications changes in that environment will have on their organization?	1	2	3	4	5	6	7	0

-What evidence do you have that **cadets** are able to *draw on* their understanding of the **economic** context and to anticipate the implications of changes in that environment on their organization?

	Not at all						To a great degree	Don't know
7. To what degree do **cadets** *integrate* their understanding of the social, political, and economic contexts into an analysis of multiple perspectives?	1	2	3	4	5	6	7	0

-What evidence do you have that **cadets** are able to *integrate* their understanding of the social, political, and economic contexts into an analysis of multiple perspectives? For example, do cadets analyze the multiple perspectives associated with these three contexts for a superior's order, or simply consider their own viewpoint? Similarly, in considering a company spirit activity, do cadets consider the economic (cost/benefit analysis) context of the activity, the political implications, and the social consequences? Do the cadets analyze these multiple contexts for the individual, regiment, corps, and nation?

Continue to obtain information on current trends

C. The understanding human behavior goal states that graduates who achieve this goal are self-directed. They have the habit of continuing to obtain information on current trends in the social, economic, and political environment and apply that information to their leadership responsibilities.

	Not at all						To a great degree	Don't know
1. To what degree do **cadets** *continue to obtain* information on current trends in their social, political, and economic environments?	1	2	3	4	5	6	7	0

-What evidence do you have that **cadets** *continue to obtain* information on the current trends in their social, political, and economic environments?

Sound foundation for assumption of progressive leadership responsibilities

F. The understanding human behavior goal states that graduates who achieve this goal have a sound foundation for the assumption of progressive leadership responsibilities in helping to develop, plan, and implement national policies.

	Not at all						To a great degree	Don't know
1. To what degree do **cadets** *have a sound foundation* for the assumption of progressive leadership responsibilities?	1	2	3	4	5	6	7	0

-What evidence do you have that **cadets** *have a sound foundation* for the assumption of progressive leadership responsibilities?

VI. COMMENTS: Please provide any comments you think would be helpful in determining how best to achieve the understanding human behavior Academic Program Goal. Thank you for your participation.

Annex F

Understanding Human Behavior Goal Assessment End-of-Sequence Interview

These questions are a supplement to the lengthier Understanding Human Behavior Goal Assessment Worksheet. Please use these to shape a brief personal interview with the appropriate end-of-sequence course director. One of last year's committee recommendations was to focus assessment efforts on the courses at the end of various sequences. The two sequences identified were the Political-Economic and the Social. The courses at the end of the Political-Economic Sequence are: LW403, HI301/302, SS202 and SS307. PL 300 is the end-of-sequence course for the Social Sequence. It is envisioned that the course directors for each of these courses will be personally interviewed. It is suggested that they fill out the lengthier Understanding Human Behavior Goal Assessment Worksheet prior to this interview. Use the information from Table 1 (Watkins Team Effort), seen below, to identify existing goal/level intersections. For example, SS307 is shown to emphasize material from all three goals (political, economic, and social) at the global and societal levels. By contrast, PL300 is shown to cut across three levels (individual, group, and organization) but only within the social dimension.

Table 1: Breakdown of Courses by Level and Goal

Levels of Analysis	Goals		
	Political	Economic	Social
Global	HI 103 HI 107/108 HI301/302 SS 307	HI 103 HI 107/108 HI301/302 SS 201 SS 307 EV 203	HI 103 HI 107/108 HI301/302 SS 307
Societal	HI 103/104 HI 107/108 HI301/302 SS 202 LW 403	HI 103/104 HI 107/108 HI301/302 SS 201	HI 103/104 HI 107/108 HI301/302 PY 201 LX 20_ EN 101/102
Organization	SS 202 LW 403	SS 201	HI 103 PL 300 Intramurals
Group	SS 202 LW 403	HI 103	HI 103 PE 200 PL 100 PE 300 PL 300 PE 400 EV 203 Intramurals
Individual	SS 202 PY 201 LW 403	SS 201 SS 307	PL 100 PE 100 PL 300 PE 200 PY 201 PE 300 LW 403 PE 400 Intramurals

Share Table 1 with the Course Director. You may also want to have available the worksheets and summaries of the course design and course implementation completed last year (if you need copies, let me know). Again, using Table 1, ask the course directors to describe how they know cadets understand this information and discuss what evidence they collect, or other observations they have made, which document that cadets have learned the material and put it to use. For example, to the HI301/302 course director(s) we could ask the following questions.

1. Based on a review of the course syllabus, it would appear that this course examines problems at the global and societal levels and cuts across the political, economic, and social realms (goals).

a. Is this a correct interpretation? (Also ask if the course covers additional levels of analysis and goals not shown in the Table 1 matrix.)

b. If yes, how do you know cadets can analyze a problem at these two levels (i.e., societal and global) of analysis from the perspectives (i.e., political, economic, and social) highlighted by the three goals?

NOTE: Remember, these questions are based on HI301/302. So, you must tailor question 1,b. (i.e., level of analysis; goals) to the course in question.

c. What evidence is collected that documents cadets can do this (i.e., b above)? (If available, collect a copy of the assignment(s), grading instrument(s), etc.)

d. What differentiates the knowledge of "A" cadets from "B", "C", "D", and "F" cadets?

Annex G

PL300 USMA ACADEMIC GOAL ASSESSMENT: Understanding Human Behavior

THIS QUESTIONNAIRE IS ADMINISTERED TO CADETS IN ALL FOUR CLASSES. SOME OF THE QUESTIONS MAY NOT APPLY OR MAY NOT BE RELEVANT TO WHAT YOU LEARNED IN THIS COURSE. PLEASE ENTER THE SCORE OF 1 (STRONGLY DISAGREE) WHENEVER A QUESTION DOES NOT APPLY TO WHAT YOU LEARNED IN THIS COURSE.

As a result of what I learned in PL300, Military Leadership, this semester, I am better able to:

Q1. understand human behavior

	N	PCT
1. STRONGLY DISAGREE	7	1.66
2. DISAGREE	14	3.32
3. MODERATELY DISAGREE	17	4.03
4 NEUTRAL	61	14.45
5. MODERATELY AGREE	163	38.63
6 AGREE	136	32.23
7. STRONGLY AGREE	24	5.69
TOTAL	422	100.00
(NO RESPONSE)	4	.94
(INCORRECT RESPONSE)	0	.00

Q2. understand various motivations behind human behavior

	N	PCT
1. STRONGLY DISAGREE	7	1.67
2. DISAGREE	10	2.38
3. MODERATELY DISAGREE	17	4.05
4 NEUTRAL	52	12.38
5. MODERATELY AGREE	150	35.71
6 AGREE	156	37.14
7. STRONGLY AGREE	28	6.67
TOTAL	420	100.00
(NO RESPONSE)	6	1.41
(INCORRECT RESPONSE)	0	.00

PL300 - USMA Academic Goal Assessment

Q3. lead effectively in a wide variety of situations.

	N	PCT
1. STRONGLY DISAGREE	7	1.66
2. DISAGREE	12	2.85
3. MODERATELY DISAGREE	33	7.84
4 NEUTRAL	75	17.81
5. MODERATELY AGREE	147	34.92
6 AGREE	122	28.98
7. STRONGLY AGREE	25	5.94
TOTAL	421	100.00
(NO RESPONSE)	5	1.17
(INCORRECT RESPONSE)	0	.00

Q4. lead subordinates to accomplish specific missions and broader organizational goals.

	N	PCT
1. STRONGLY DISAGREE	8	1.90
2. DISAGREE	20	4.75
3. MODERATELY DISAGREE	30	7.13
4 NEUTRAL	84	19.95
5. MODERATELY AGREE	154	36.58
6 AGREE	109	25.89
7. STRONGLY AGREE	16	3.80
TOTAL	421	100.00
(NO RESPONSE)	5	1.17
(INCORRECT RESPONSE)	0	.00

Q5. use my understanding of INDIVIDUAL behavior to help influence others and shape organizational goals.

	N	PCT
1. STRONGLY DISAGREE	5	1.19
2. DISAGREE	15	3.57
3. MODERATELY DISAGREE	19	4.52
4 NEUTRAL	48	11.43
5. MODERATELY AGREE	174	41.43
6 AGREE	131	31.19
7. STRONGLY AGREE	28	6.67
TOTAL	420	100.00
(NO RESPONSE)	6	1.41
(INCORRECT RESPONSE)	0	.00

PL300 - USMA Academic Goal Assessment

Q6. use my understanding of ORGANIZATIONAL behavior to help shape organizational goals.

	N	PCT
1. STRONGLY DISAGREE	6	1.43
2. DISAGREE	13	3.10
3. MODERATELY DISAGREE	28	6.67
4 NEUTRAL	60	14.29
5. MODERATELY AGREE	159	37.86
6 AGREE	137	32.62
7. STRONGLY AGREE	17	4.05
TOTAL	420	100.00
(NO RESPONSE)	6	1.41
(INCORRECT RESPONSE)	0	.00

Q7. make more informed choices as a leader.

	N	PCT
1. STRONGLY DISAGREE	6	1.42
2. DISAGREE	10	2.37
3. MODERATELY DISAGREE	17	4.03
4 NEUTRAL	50	11.85
5. MODERATELY AGREE	136	32.23
6 AGREE	155	36.73
7. STRONGLY AGREE	48	11.37
TOTAL	422	100.00
(NO RESPONSE)	4	.94
(INCORRECT RESPONSE)	0	.00

Q8. understand how decisions that affect SMALL GROUPS OR UNITS, and their missions, are made.

	N	PCT
1. STRONGLY DISAGREE	10	2.39
2. DISAGREE	13	3.10
3. MODERATELY DISAGREE	20	4.77
4 NEUTRAL	56	13.37
5. MODERATELY AGREE	168	40.10
6 AGREE	131	31.26
7. STRONGLY AGREE	21	5.01
TOTAL	419	100.00
(NO RESPONSE)	7	1.64
(INCORRECT RESPONSE)	0	.00

Q9. understand how decisions that affect LARGE ORGANIZATIONS and their missions are made.

	N	PCT
1. STRONGLY DISAGREE	11	2.63
2. DISAGREE	15	3.58
3. MODERATELY DISAGREE	24	5.73
4 NEUTRAL	85	20.29
5. MODERATELY AGREE	164	39.14
6 AGREE	103	24.58
7. STRONGLY AGREE	17	4.06
TOTAL	419	100.00
(NO RESPONSE)	7	1.64
(INCORRECT RESPONSE)	0	.00

Q10. anticipate the impact that changes in the SOCIAL (INTERPERSONAL) environment has on an organization's mission.

	N	PCT
1. STRONGLY DISAGREE	17	4.09
2. DISAGREE	7	1.68
3. MODERATELY DISAGREE	27	6.49
4 NEUTRAL	80	19.23
5. MODERATELY AGREE	162	38.94
6 AGREE	104	25.00
7. STRONGLY AGREE	19	4.57
TOTAL	416	100.00
(NO RESPONSE)	9	2.11
(INCORRECT RESPONSE)	1	.23

Q11. anticipate the impact that changes in the POLITICAL environment has on an organization's mission.

	N	PCT
1. STRONGLY DISAGREE	86	21.03
2. DISAGREE	33	8.07
3. MODERATELY DISAGREE	60	14.67
4 NEUTRAL	97	23.72
5. MODERATELY AGREE	94	22.98
6 AGREE	32	7.82
7. STRONGLY AGREE	7	1.71
TOTAL	409	100.00
(NO RESPONSE)	16	3.76
(INCORRECT RESPONSE)	1	.23

Q12. anticipate the impact that changes in the ECONOMIC environment has on an organization's mission.

	N	PCT
1. STRONGLY DISAGREE	96	23.70
2. DISAGREE	40	9.88
3. MODERATELY DISAGREE	56	13.83
4 NEUTRAL	91	22.47
5. MODERATELY AGREE	75	18.52
6 AGREE	43	10.62
7. STRONGLY AGREE	4	.99
TOTAL	405	100.00
(NO RESPONSE)	20	4.69
(INCORRECT RESPONSE)	1	.23

Q13. obtain information on current SOCIAL (interpersonal) trends.

	N	PCT
1. STRONGLY DISAGREE	75	18.16
2. DISAGREE	35	8.47
3. MODERATELY DISAGREE	39	9.44
4 NEUTRAL	87	21.07
5. MODERATELY AGREE	116	28.09
6 AGREE	49	11.86
7. STRONGLY AGREE	12	2.91
TOTAL	413	100.00
(NO RESPONSE)	12	2.82
(INCORRECT RESPONSE)	1	.23

Q14. obtain information on current POLITICAL trends.

	N	PCT
1. STRONGLY DISAGREE	122	30.50
2. DISAGREE	53	13.25
3. MODERATELY DISAGREE	42	10.50
4 NEUTRAL	88	22.00
5. MODERATELY AGREE	61	15.25
6 AGREE	28	7.00
7. STRONGLY AGREE	6	1.50
TOTAL	400	100.00
(NO RESPONSE)	25	5.87
(INCORRECT RESPONSE)	1	.23

Q15. obtain information on current ECONOMIC trends.

	N	PCT
1. STRONGLY DISAGREE	134	33.50
2. DISAGREE	49	12.25
3. MODERATELY DISAGREE	46	11.50
4 NEUTRAL	90	22.50
5. MODERATELY AGREE	45	11.25
6 AGREE	30	7.50
7. STRONGLY AGREE	6	1.50
TOTAL	400	100.00
(NO RESPONSE)	25	5.87
(INCORRECT RESPONSE)	1	.23

Q16. apply information about changes in current SOCIAL, trends to leadership responsibilities.

	N	PCT
1. STRONGLY DISAGREE	54	13.20
2. DISAGREE	37	9.05
3. MODERATELY DISAGREE	31	7.58
4 NEUTRAL	106	25.92
5. MODERATELY AGREE	111	27.14
6 AGREE	63	15.40
7. STRONGLY AGREE	7	1.71
TOTAL	409	100.00
(NO RESPONSE)	16	3.76
(INCORRECT RESPONSE)	1	.23

17. apply information about changes in current POLITICAL trends to leadership responsibilities.

	N	PCT
1. STRONGLY DISAGREE	101	25.25
2. DISAGREE	42	10.50
3. MODERATELY DISAGREE	41	10.25
4 NEUTRAL	90	22.50
5. MODERATELY AGREE	82	20.50
6 AGREE	39	9.75
7. STRONGLY AGREE	5	1.25
TOTAL	400	100.00
(NO RESPONSE)	25	5.87
(INCORRECT RESPONSE)	1	.23

Q18. appreciate the factors that influence the behavior of states and other international actors.

	N	PCT
1. STRONGLY DISAGREE	124	31.63
2. DISAGREE	40	10.20
3. MODERATELY DISAGREE	44	11.22
4 NEUTRAL	78	19.90
5. MODERATELY AGREE	67	17.09
6 AGREE	29	7.40
7. STRONGLY AGREE	10	2.55
TOTAL	392	100.00
(NO RESPONSE)	33	7.75
(INCORRECT RESPONSE)	1	.23

Q19. understand various foreign policy instruments, including the use of force.

	N	PCT
1. STRONGLY DISAGREE	146	37.24
2. DISAGREE	50	12.76
3. MODERATELY DISAGREE	41	10.46
4 NEUTRAL	77	19.64
5. MODERATELY AGREE	46	11.73
6 AGREE	27	6.89
7. STRONGLY AGREE	5	1.28
TOTAL	392	100.00
(NO RESPONSE)	33	7.75
(INCORRECT RESPONSE)	1	.23

Q20. understand the importance and limitations of military power in achieving national security objectives.

	N	PCT
1. STRONGLY DISAGREE	148	38.05
2. DISAGREE	54	13.88
3. MODERATELY DISAGREE	39	10.03
4 NEUTRAL	80	20.57
5. MODERATELY AGREE	44	11.31
6 AGREE	19	4.88
7. STRONGLY AGREE	5	1.29
TOTAL	389	100.00
(NO RESPONSE)	36	8.45
(INCORRECT RESPONSE)	1	.23

Q21. understand the constitutional structure of the American political system.

	N	PCT
1. STRONGLY DISAGREE	176	46.68
2. DISAGREE	54	14.32
3. MODERATELY DISAGREE	41	10.88
4 NEUTRAL	74	19.63
5. MODERATELY AGREE	19	5.04
6 AGREE	10	2.65
7. STRONGLY AGREE	3	.80
TOTAL	377	100.00
(NO RESPONSE)	48	11.27
(INCORRECT RESPONSE)	1	.23

Q22. understand the subordination of the military to civilian authority in the American political system.

	N	PCT
1. STRONGLY DISAGREE	169	44.13
2. DISAGREE	51	13.32
3. MODERATELY DISAGREE	38	9.92
4 NEUTRAL	77	20.10
5. MODERATELY AGREE	26	6.79
6 AGREE	15	3.92
7. STRONGLY AGREE	7	1.83
TOTAL	383	100.00
(NO RESPONSE)	42	9.86
(INCORRECT RESPONSE)	1	.23

Q23. understand the principles through which a democratic society seeks to balance majority rule with the rights of individuals.

	N	PCT
1. STRONGLY DISAGREE	167	44.18
2. DISAGREE	51	13.49
3. MODERATELY DISAGREE	42	11.11
4 NEUTRAL	69	18.25
5. MODERATELY AGREE	31	8.20
6 AGREE	12	3.17
7. STRONGLY AGREE	6	1.59
TOTAL	378	100.00
(NO RESPONSE)	47	11.03
(INCORRECT RESPONSE)	1	.23

Q24. understand the assumption of progressive leadership responsibilities in helping to develop, plan, and implement national security policies.

	N	PCT
1. STRONGLY DISAGREE	155	40.79
2. DISAGREE	41	10.79
3. MODERATELY DISAGREE	39	10.26
4 NEUTRAL	78	20.53
5. MODERATELY AGREE	38	10.00
6 AGREE	21	5.53
7. STRONGLY AGREE	8	2.11
TOTAL	380	100.00
(NO RESPONSE)	46	10.80
(INCORRECT RESPONSE)	0	.00

Q25. understand cultural diversity.

	N	PCT
1. STRONGLY DISAGREE	114	28.93
2. DISAGREE	35	8.88
3. MODERATELY DISAGREE	39	9.90
4 NEUTRAL	86	21.83
5. MODERATELY AGREE	72	18.27
6 AGREE	39	9.90
7. STRONGLY AGREE	9	2.28
TOTAL	394	100.00
(NO RESPONSE)	32	7.51
(INCORRECT RESPONSE)	0	.00

Annex H

MADN-H 21 February 1997

MEMORANDUM FOR: COL Johnston Beach, Department of Behavioral Sciences and Leadership, United States Military Academy, West Point, New York 10996

SUBJECT: Correlates of PL100 and PL300 Performance

1. General Method. PL100 (95-1 and 95-2) and PL300 (97-1 only) final numerical grades for cadets in the Class of 1998 were collected and entered into a dBase file, subsequently transferred to a SAS file. Correlations of grades with selected measures in the BOLDS longitudinal database were then obtained. A wide variety of BOLDS measures were selected for analysis, with an emphasis given to those having an interpersonal component in order to better assess the USMA academic goal of "understanding human performance". All correlations were based on the maximum pairwise samples available. Correlations involving PL100 grades were based on samples of 991 or fewer cadets. Correlations involving PL300 grades were based on samples of 428 or fewer cadets. Effects of selected categorical variables (e.g., gender, race, prep school attendance, prior military service, prior ROTC participation, and prior JROTC participation) on PL100 and PL300 performance were then examined individually. Due to the large number of variables considered, this report generally focuses on only those variables found to have a significant relationship ($p < .05$) with either PL100 or PL300 performance.

2. Major Findings.

a. PL100 grades are significantly related to PL300 grades ($r = .43$, $p = .0001$).

b. Early measures of academic or cognitive ability are more closely related to PL100 grades than to PL300 grades.

c. The Faculty Appraisal Score, a composite rating of 12 items on the School Official's Evaluation of Candidate (SOEC) that is given a weight of 10% in USMA admissions, is more closely related to PL100 and PL300 performance than any of the four interpersonal SOEC items examined individually.

d. Inner directedness seems to be an advantage in successful PL100 performance. Outer directedness (e.g., tutoring other students, cooperativeness, helping others, having responsibility for the work of others) has a small, though consistent, negative relationship with PL100 grades.

e. High intercollegiate athletic potential (e.g., USMA coaches rating, Athletic Activities Score given a weight of 10% in USMA admissions) has a consistently small negative relationship with PL100 performance. In contrast, APFT performance has a consistently positive relationship with both PL100 and PL300 performance.

f. Global ratings of leadership performance (i.e., MD grades or CPR rankings) were more closely related to PL100 and PL300 performance than were the interpersonal CPR dimension ratings examined (teamwork, influencing others, consideration of others, professional ethics, and. developing subordinates).

g. Leadership measures from the Fall and Spring semesters were more closely related to PL100 and PL300 grades than were leadership measures from the Summer detail periods.

h. CPR ratings made by instructors (from all departments as a whole) were more closely related to PL100 and PL300 performance than were other types of CPR ratings (i.e., chain of command, peer, and subordinate).

i. Cadets expressing an interest in leadership training at entry tended to receive higher PL300 grades.

j. Cadets with higher PL100 grades held more responsible duty positions during Plebe-Parent Week. This relationship was stronger for cadets who completed PL100 in the Fall ($r = .23$, $p = .0001$) than for those who completed it in the Spring ($r = .12$, $p = .0081$). Cadets having more responsible duty positions during Plebe-Parent Week also tended to have higher PL300 grades ($r = .21$, $p = .0001$).

k. Statistically significant effects on PL100 performance were found for race (blacks had lower grades than Asians or whites), USMAPS attendance (prep schoolers had lower grades), prior military service (prior service cadets had lower grades), and JROTC participation (participants had lower grades). Statistically significant effects on PL300 performance were found for gender (males had lower grades than females) and USMAPS attendance (prep schoolers had lower grades). In general, these effects were based on mean differences between groups of about 20 points (out of a possible 1000 points).

3. Specific Correlational Results. Two correlations are listed for each item. The first is the item's correlation with PL100 grades. The second is the item's correlation with PL300 grades. Exact probability levels are noted in parentheses. Statistically significant correlations ($p < .05$) are shown in **bold** type.

Candidate Measures

School Official's Evaluation of Candidate (USMA Form 21-16):		
Show interest and concern for the welfare of others	.01 (.6682)	**.10** (.0419)
Work effectively with others toward group goals	**.08** (.0157)	**.14** (.0040)
Influence others in a positive manner	**.07** (.0185)	**.12** (.0166)
Communicate effectively in face to face discussion	**.11** (.0007)	**.09** (.0499)
MALO Interview Ratings (USMA Form 21-8):		
Academic ability	**.28** (.0001)	**.21** (.0002)
Personal qualities	**.08** (.0426)	.06 (.2584)
Overall rating	**.15** (.0001)	**.16** (.0045)
Candidate Activities Record (USMA Form 21-26):		
Total number of extracurricular activities listed	.05 (.1415)	**.12** (.0174)
Involvement in team contact sports	**-.07** (.0287)	.03 (.5677)
Involvement in all sports	**-.08** (.0163)	.04 (.4522)
USMA Coaches Rating of Intercollegiate Athletic Potential	**-.13** (.0001)	-.01 (.8541)
Admissions Criteria:		
CEER	**.49** (.0001)	**.29** (.0001)
Leader Potential Score	.01 (.7222)	.08 (.1208)
Faculty Appraisal Score	**.16** (.0001)	**.18** (.0002)
Athletic Activities Score	**-.10** (.0013)	.04 (.4698)
Extracurricular Activities Score	.06 (.0656)	.02 (.6792)
Physical Aptitude Examination	-.03 (.2886)	-.02 (.6774)
Whole Candidate Score	**.44** (.0001)	**.29** (.0001)

Entry Measures

American Council on Education (a national survey of entering college freshmen):		
tutored another student during the past year	**-.09** (.0057)	-.00 (.9342)
self-rated academic ability	**.27** (.0001)	**.10** (.0324)
self-rated artistic ability	-.06 (.0625)	**-.10** (.0360)
self-rated cooperativeness	**-.07** (.0297)	-.08 (.0949)
self-rated drive to achieve	**.08** (.0189)	.09 (.0818)
self-rated leadership ability	-.03 (.4331)	-.02 (.6845)
self-rated mathematical ability	**.18** (.0001)	.05 (.3412)
self-rated public speaking ability	**.11** (.0005)	.02 (.6189)
self-rated intellectual self-confidence	**.15** (.0001)	.05 (.3373)
self-rated social self-confidence	**-.09** (.0036)	.00 (.9288)
self-rated understanding of others	-.04 (.2370)	-.02 (.6951)
self-rated writing ability	**.16** (.0001)	**.13** (.0063)

hours per week spent socializing with friends during senior year	**-.08** (.0123)	.00 (.9925)
hours per week spent partying during senior year	**-.09** (.0093)	.03 (.4904)
importance of having administrative responsibility for the work of others	**-.10** (.0024)	-.00 (.9310)
importance of helping others who are in difficulty	**-.09** (.0119)	-.05 (.2996)
Class Characteristics Inventory:		
importance of "leadership training" as a reason for seeking appointment to USMA	.02 (.4484)	**.14** (.0051)
self-rated concentration	**.11** (.0012)	.08 (.1083)
self-rated test taking ability	**.19** (.0001)	.01 (.8440)
self-rated time management	**.08** (.0107)	-.00 (.9360)
Nelson-Denny Reading Test:		
Vocabulary	**.32** (.0001)	**.17** (.0004)
Comprehension	**.32** (.0001)	**.14** (.0032)
Reading Rate	**.11** (.0008)	.01 (.7675)
Estimated Personality Constructs Derived From Archival Data:		
Assessment of Background and Life Experiences (ABLE)		
Work Orientation	**.09** (.0141)	.07 (.1671)
Energy Level	**.08** (.0301)	.08 (.1634)
NEO Personality Inventory (NEO-PI)		
Neuroticism	**-.10** (.0082)	-.04 (.4808)

Cadet Measures

Cadet Basic Training (First Detail) Leadership Scores:		
Superior (Chain of Command) Ratings		
CPR Teamwork	.02 (.6352)	.09 (.0956)
CPR Influencing Others	.05 (.2927)	-.01 (.9116)
CPR Consideration of Others	-.08 (.0883)	.10 (.1549)
CPR Professional Ethics	.04 (.4020)	-.00 (.9568)
CPR Developing Subordinates	Fourth Class not rated	
CPR Ranking	**.13** (.0001)	**.22** (.0001)
Military Development Grade	**.09** (.0042)	**.16** (.0006)
Cadet Basic Training (Second Detail) Leadership Scores:		
Superior Ratings		
CPR Teamwork	.06 (.0955)	.07 (.1628)
CPR Influencing Others	.01 (.8280)	-.00 (.9819)
CPR Consideration of Others	.01 (.8369)	-.05 (.4905)
CPR Professional Ethics	.00 (.9645)	.04 (.6035)
CPR Developing Subordinates	Fourth Class not rated	
CPR Ranking	**.08** (.0001)	**.18** (.0001)
Military Development Grade	**.12** (.0042)	**.15** (.0006)

Academic Term 95-1 Leadership Scores:

Superior Ratings		
CPR Teamwork	-.02 (.5841)	-.02 (.7564)
CPR Influencing Others	-.06 (.0758)	-.03 (.6227)
CPR Consideration of Others	-.05 (.1509)	-.02 (.7000)
CPR Professional Ethics	-.04 (.2583)	-.04 (.4609)
CPR Developing Subordinates	Fourth Class not rated	
CPR Ranking	**.22** (.0001)	**.24** (.0001)
Military Development Grade	**.27** (.0001)	**.28** (.0001)
Peer Ratings		
CPR Teamwork	.07 (.0517)	.11 (.0585)
CPR Influencing Others	**.10** (.0077)	.09 (.1406)
CPR Consideration of Others	.02 (.6004)	.07 (.2698)
CPR Professional Ethics	**.10** (.0118)	.11 (.0571)
CPR Developing Subordinates	Fourth Class not rated	
CPR Ranking	**.23** (.0001)	**.25** (.0001)
Instructor Ratings		
CPR Teamwork	**.31** (.0001)	**.20** (.0070)
CPR Influencing Others	**.22** (.0001)	.15 (.0553)
CPR Consideration of Others	**.22** (.0001)	**.18** (.0130)
CPR Professional Ethics	**.22** (.0001)	**.23** (.0021)
CPR Developing Subordinates	Fourth Class not rated	
CPR Ranking	**.64** (.0001)	**.43** (.0001)

Academic Term 95-2 Leadership Scores:

Superior Ratings		
CPR Teamwork	.04 (.2166)	-.00 (.9343)
CPR Influencing Others	.05 (.1194)	-.04 (.4892)
CPR Consideration of Others	.03 (.4395)	-.01 (.8166)
CPR Professional Ethics	.04 (.1792)	.00 (.9557)
CPR Developing Subordinates	Fourth Class not rated	
CPR Ranking	**.21** (.0001)	**.26** (.0001)
Military Development Grade	**.25** (.0001)	**.29** (.0001)
Peer Ratings		
CPR Teamwork	**.12** (.0031)	**.14** (.0203)
CPR Influencing Others	.05 (.2211)	.08 (.2270)
CPR Consideration of Others	.07 (.0660)	.08 (.1871)
CPR Professional Ethics	**.12** (.0029)	.10 (.1110)
CPR Developing Subordinates	Fourth Class not rated	
CPR Ranking	**.21** (.0001)	**.20** (.0010)
Instructor Ratings		
CPR Teamwork	**.37** (.0001)	**.20** (.0068)
CPR Influencing Others	**.27** (.0001)	.08 (.2694)
CPR Consideration of Others	**.20** (.0001)	-.03 (.6312)
CPR Professional Ethics	**.23** (.0001)	.04 (.6115)
CPR Developing Subordinates	Fourth Class not rated	
CPR Ranking	**.63** (.0001)	**.44** (.0001)

Cadet Field Training (First Detail) Leadership Scores:		
Superior Ratings		
CPR Teamwork	.01 (.6921)	.02 (.6929)
CPR Influencing Others	.00 (.9886)	.01 (.8892)
CPR Consideration of Others	.01 (.7082)	-.01 (.8683)
CPR Professional Ethics	**.09** (.0200)	.09 (.1210)
CPR Developing Subordinates	.03 (.5008)	-.01 (.8911)
CPR Ranking	**.12** (.0002)	**.13** (.0059)
Military Development Grade	**.13** (.0001)	.09 (.0790)
Cadet Field Training (Second Detail) Leadership Scores:		
Superior Ratings		
CPR Teamwork	**.09** (.0095)	**.14** (.0073)
CPR Influencing Others	-.03 (.3724)	.10 (.0776)
CPR Consideration of Others	**.10** (.0081)	.08 (.1694)
CPR Professional Ethics	**.09** (.0297)	.07 (.2411)
CPR Developing Subordinates	.06 (.2216)	-.12 (.1001)
CPR Ranking	**.07** (.0433)	**.15** (.0034)
Military Development Grade	.06 (.0643)	**.17** (.0005)
Academic Term 96-1 Leadership Scores:		
Superior Ratings		
CPR Teamwork	.03 (.3525)	.01 (.7698)
CPR Influencing Others	**.08** (.0139)	.01 (.8404)
CPR Consideration of Others	.02 (.4641)	.02 (.6831)
CPR Professional Ethics	.02 (.5258)	-.07 (.1454)
CPR Developing Subordinates	.01 (.7921)	.03 (.5447)
CPR Ranking	**.18** (.0001)	**.21** (.0001)
Military Development Grade	**.25** (.0001)	**.26** (.0001)
Peer Ratings		
CPR Teamwork	.03 (.3890)	.06 (.2768)
CPR Influencing Others	.03 (.4400)	.03 (.6189)
CPR Consideration of Others	.04 (.3157)	.06 (.2697)
CPR Professional Ethics	.06 (.1089)	.06 (.2594)
CPR Developing Subordinates	**.12** (.0009)	.06 (.2992)
CPR Ranking	**.17** (.0001)	**.22** (.0001)
Subordinate Ratings		
CPR Teamwork	-.00 (.9394)	**.12** (.0273)
CPR Influencing Others	.05 (.1342)	.07 (.2023)
CPR Consideration of Others	-.00 (.9660)	.07 (.1830)
CPR Professional Ethics	-.06 (.1150)	.06 (.2662)
CPR Developing Subordinates	**.09** (.0138)	**.15** (.0071)
CPR Ranking	**.11** (.0028)	**.18** (.0007)
Instructor Ratings		
CPR Teamwork	**.17** (.0002)	**.21** (.0039)
CPR Influencing Others	**.23** (.0001)	.14 (.0514)
CPR Consideration of Others	**.16** (.0008)	.13 (.0648)
CPR Professional Ethics	.08 (.0855)	.08 (.2655)

CPR Developing Subordinates	.10 (.1273)	-.02 (.8654)
CPR Ranking	**.48** (.0001)	**.43** (.0001)
Academic Term 96-2 Leadership Scores:		
Superior Ratings		
CPR Teamwork	-.02 (.4855)	-.05 (.2976)
CPR Influencing Others	-.00 (.9639)	.04 (.3754)
CPR Consideration of Others	-.01 (.8159)	-.02 (.7172)
CPR Professional Ethics	-.01 (.7242)	-.08 (.1164)
CPR Developing Subordinates	.02 (.5699)	-.06 (.2372)
CPR Ranking	**.19** (.0001)	**.24** (.0001)
Military Development Grade	**.24** (.0001)	**.24** (.0001)
Peer Ratings		
CPR Teamwork	.04 (.2937)	.05 (.3909)
CPR Influencing Others	**.11** (.0099)	.10 (.0865)
CPR Consideration of Others	**.09** (.0304)	.11 (.0680)
CPR Professional Ethics	**.10** (.0162)	**.15** (.0133)
CPR Developing Subordinates	**.13** (.0012)	.06 (.3009)
CPR Ranking	**.18** (.0001)	**.22** (.0003)
Subordinate Ratings		
CPR Teamwork	-.03 (.5253)	.02 (.7481)
CPR Influencing Others	**.10** (.0137)	.08 (.1912)
CPR Consideration of Others	.03 (.4321)	.04 (.5053)
CPR Professional Ethics	.05 (.2291)	.00 (.9978)
CPR Developing Subordinates	.06 (.1280)	-.00 (.9536)
CPR Ranking	**.22** (.0028)	**.17** (.0007)
Instructor Ratings		
CPR Teamwork	.04 (.3579)	.06 (.3279)
CPR Influencing Others	**.22** (.0001)	**.17** (.0128)
CPR Consideration of Others	.03 (.4426)	.05 (.5054)
CPR Professional Ethics	**.09** (.0387)	.05 (.4347)
CPR Developing Subordinates	-.01 (.8160)	.06 (.4984)
CPR Ranking	**.50** (.0001)	**.53** (.0001)
Summer 1996 CTLT/DCLT Leadership Scores:		
Superior Ratings		
CPR Teamwork	.02 (.6501)	**.14** (.0107)
CPR Influencing Others	.01 (.7799)	.06 (.2906)
CPR Consideration of Others	.01 (.7260)	.05 (.3577)
CPR Professional Ethics	.02 (.5896)	.09 (.1044)
CPR Developing Subordinates	.02 (.5566)	.09 (.1189)
CPR Ranking	.03 (.3594)	**.16** (.0033)
Military Development Grade	.06 (.0903)	**.17** (.0004)
Physical Fitness Measures (with gender norms):		
APFT total points during Cadet Basic Training	**.08** (.0285)	.07 (.1791)
APFT total points during 95-1	**.13** (.0001)	**.15** (.0028)
APFT total points during 95-2	**.19** (.0001)	**.14** (.0036)

APFT total points during 96-1	**.14** (.0001)	**.15** (.0027)
APFT total points during 96-2	**.15** (.0001)	**.18** (.0003)
APFT total points during 97-1	**.20** (.0001)	**.24** (.0001)
Indoor Obstacle Course Test	**.15** (.0001)	.04 (.3622)

4. Point of Contact. POC for further information about these data is Dr. Ken Evans at the Center for Leadership and Organizations Research (CLOR), x2178. This preliminary research report was written on 21 February 1997.

Annex I

MAOR-R (973) 27 February 1997

MEMORANDUM FOR: COL Beach, Department of BS&L

SUBJECT: Outcomes Measures for the Understanding Human Behavior Committee

1. Reference: Email request for data analysis from COL Beach to COL Toffler, 7 Feb '97.

2. The reference asks for an analysis of the relationship between PL100 grades and yearling "leadership" grades, and between PL300 grades and first class "leadership" grades. In this memo, we use MD grades as a proxy outcome measure of "leadership."

3. Method: We selected data from the Classes of 1997 and 1996, using MD grades as criteria and the two PL grades as predictors. In addition, we included data on the cadet's academic aptitude, gender, race, and athletic status to control for factors that might be important influences on Military Development grades as assigned by the company tactical officer.

4. The results at Enclosure 1 show:

a. Modest statistically significant relationships between PL100 grades and yearling leadership grades for both classes (.26 & .28 for MD201; .22 & .23 for MD202).

b. Modest statistically significant relationships between PL300 grades and first class leadership grades for both classes (.27 & .35 for MD401; .21 for MD402).

c. Grades in PL100 add significantly to the prediction of MD201 grades after controlling for sex, race, athletic status, academic ability, and leadership grades from the prior year (MD101 & MD102).

d. Grades in PL300 add significantly to the prediction of MD401 grades after controlling for sex, race, athletic status, academic ability, and leadership grades from the prior year (MD301 & MD302).

5. Discussion: Cadets who receive good grades in PL100 & PL300 tend to receive higher MD grades in the following year, even after controlling for differences in academic ability, sex, race, athletic status, and Military Development grades in the prior year. This could be because of a common intellectual factor that influences both the behavioral science grades and the military development grades. The correlations are

small, indicating that many unique factors influence cadet performance in these separate courses, in addition to the common factors.

6. Please contact Dr. Robert Priest, Research Psychologist, Institutional Research & Analysis at X7377, if you have any questions or need additional information.

Encl
as

THOMAS J. HINRICHSEN
LTC, AR
Chief, Institutional Research & Analysis

CF: Director, OPA

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